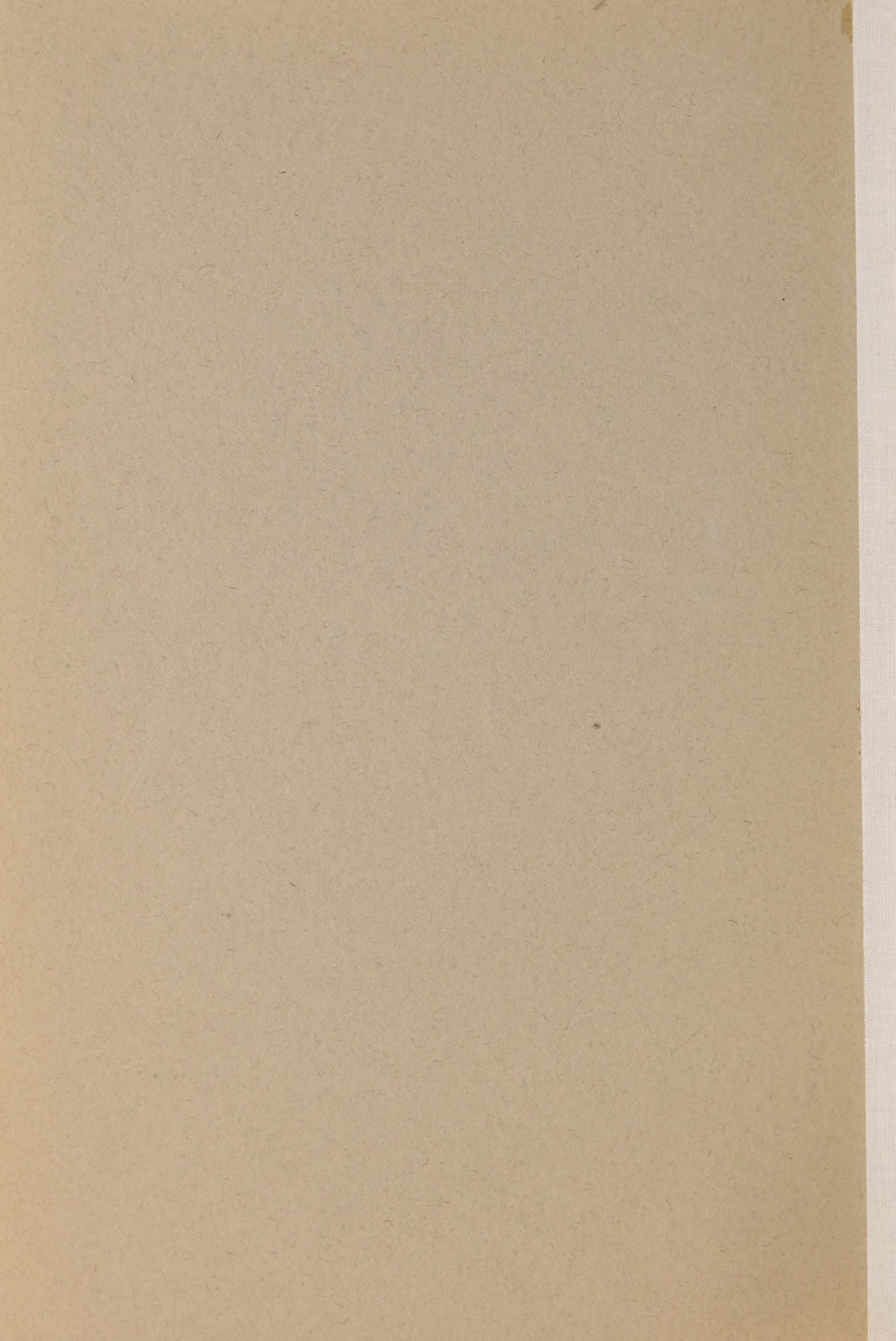




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Ontario education, 1877-1928.

ABSTRACT

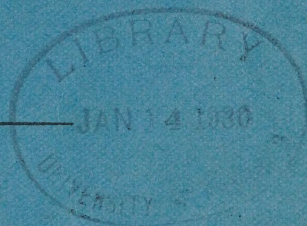
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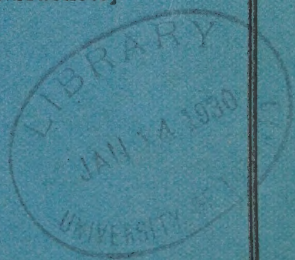
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The Department of Education
1877-1928

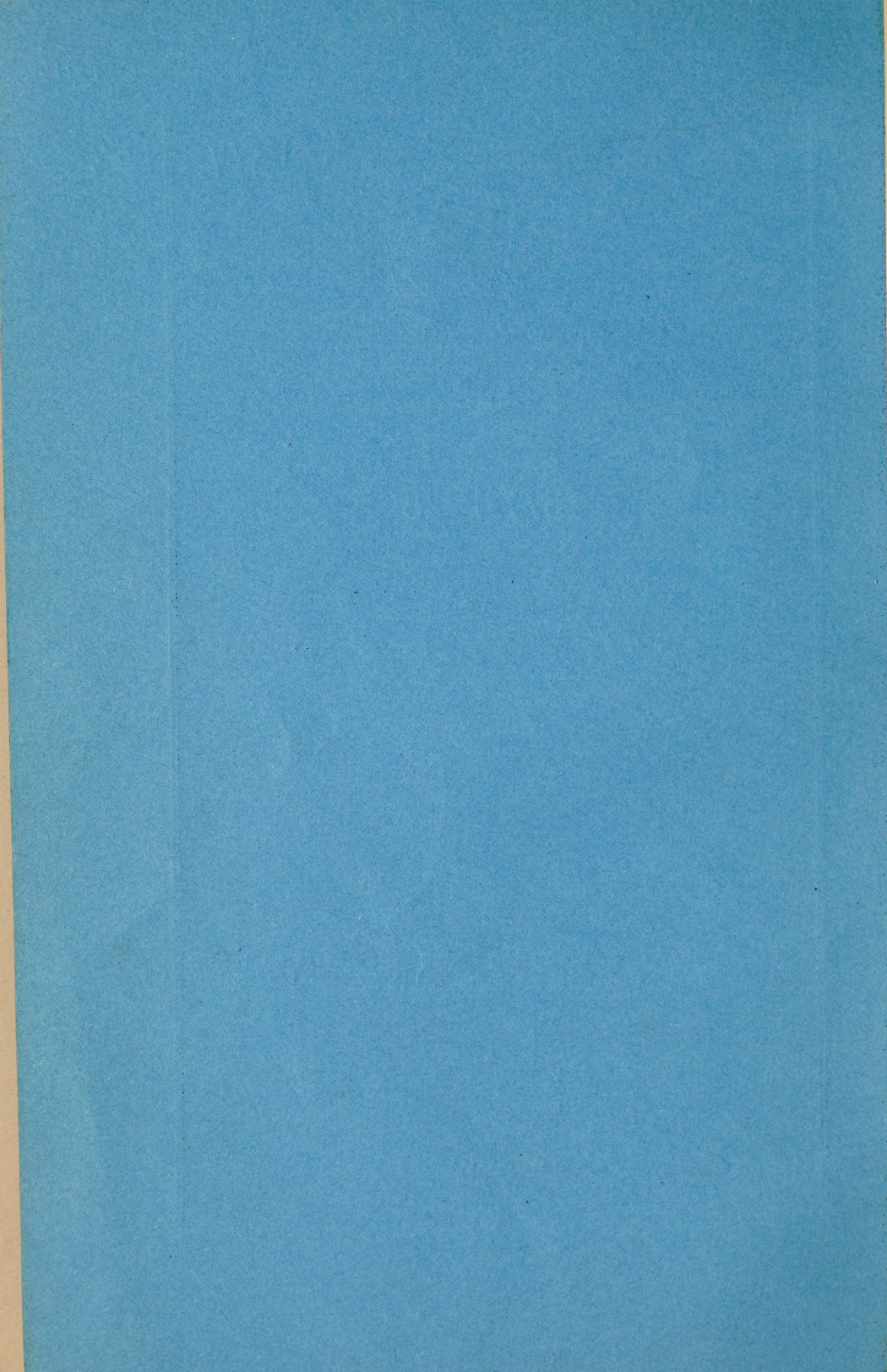
Together with Legislation,
Reports of Literary Societies, etc.



[The Volumes containing the Extended Reports on the
various subjects are indicated in brackets]



TORONTO
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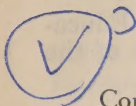


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ONTARIO EDUCATION

1877-1928

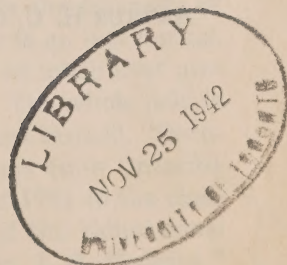


Condensed index of legislation and statistical summary of
school progress, supplementary to the Documentary
History of Dr. J. G. Hodgins.



ONTARIO

Prepared by authority of the
Minister of Education



MINISTERS OF EDUCATION.

The following have held the portfolio of Minister of Education in the Province of Ontario since the establishment of the office:—

- HON. ADAM CROOKS,
Sworn in on the 19th of February, 1876
- HON. GEORGE WILLIAM ROSS,
Sworn in on the 23rd of November, 1883
- HON. RICHARD HARCOURT,
Sworn in on the 21st of October, 1899
- HON. ROBERT ALLAN PYNE,
Sworn in on the 8th of February, 1905
- HON. AND REV. HENRY JOHN CODY,
Sworn in on the 23rd of May, 1918
- HON. ROBERT HENRY GRANT,
Sworn in on the 14th of November, 1919
- HON. GEORGE HOWARD FERGUSON,
Sworn in on the 16th of July, 1923

DEPUTY MINISTERS.

- DR. J. G. HODGINS, 1876.
- MR. ALEXANDER MARLING, 1890.
- MR. JOHN MILLAR, 1883.
- ARTHUR H. U. COLQUHOUN, 1906.

FOREWORD.

The years 1875-1876 may be described as the "transition period" of public education as it had been in the Upper Canada of old, and which became the Province of Ontario. For thirty-two years preceding the last year indicated above the educational system had been administered by the Rev. Egerton Ryerson as Chief Superintendent,—an admirable system—of which he was, as has been very correctly stated, "the founder and great organizer." In fact the plan of campaign he initiated and elaborated and the principles he asserted are in full operation to-day save in certain matters of detail. His works follow him and their foundations still underlie the beacon which may, with advantage, guide the course of the wise educationist. But towards the end of Dr. Ryerson's public administration controversies waxed warm over various subjects connected with the Council of Public Instruction and its methods—so warm indeed that the body which had brought the Provincial system to its high position in the academic arena and made it a model for other nations to follow was, to quote a contemporary critic, "harried out of existence," and the system altogether changed. It may be noted that Dr. Ryerson had been an advocate by voice and pen of the Ministerial system of Educational Administration. In the year 1876 the Council of Public Instruction which for so long had worked zealously to perfect the public educational machinery, passed away and a Department of Education under a Minister was established, the first to hold that responsible and complex office being the Hon. Adam Crooks, Q.C., an energetic, theoretical educationist.

The written history of the efforts made in the interests of education in Canada from the days of Simcoe is an interesting, almost romantic, study, and casts side-lights on much that properly belongs to the field of political affairs. The whole field is exhaustively traversed in the important record termed, "Documentary History of Education in Upper Canada (now Ontario) from the passing of the Constitutional Act of 1791 to the close of the Rev. Dr. Ryerson's Administration of the Educational Department in 1876, compiled by the late Dr. J. G. Hodgins,"

who was, it may be noted, a pupil and faithful friend of Dr. Ryerson and the first Deputy Minister of Education.

The sweeping supersession of the old order opened the flood gates of educational legislation and no year has passed since the change without some Act, corrective, consolidative or progressive being passed. And at the same time the story of school management has been placed before the public in the annual reports of successive Ministers of Education.

It has been deemed desirable to publish an Indicateur which will enable the reader to see year by year the educational acts passed and reports showing the progress of the schools, generally, and matters pertaining to the Universities and associated Library and Scientific bodies in each year following 1877 to 1928.

The summary shows at the same time the volume of the Sessional Papers of the particular year in which the matter especially referred to is dealt with at length and indicated for the reader's benefit in brackets. New legislation is dealt with in a similar manner. The statutes of Ontario are referred to each Act and Chapter being clearly pointed out.

It may be noted that the annual Reports of Ministers with Statistical Returns necessarily refer to the year preceding that in which the document was presented to the Legislature.

ONTARIO EDUCATION

1877-1928

1877.

The termination of the control of Public Education by the Council of Public Instruction did not apparently disclose anything approaching perfection or finality, and the first Minister of Education commenced the work of further revision immediately he assumed office. The Session of the Provincial Legislature in the year 1877 was specially notable by reason of the introduction by the Hon. Adam Crooks of an "Act to amend the several Acts respecting Education, Public and High Schools and the University of Toronto." The Minister explained that the Bill did not involve any radical change in the school laws as they were, or in principle, but was designed to make them more effective. There were amendments in the scheme which had been hastened, in view of the need of uniformity in the Revised Statutes. Encouragement of High Schools, Public and Separate Schools, and changes deemed beneficial with reference to Toronto University and Upper Canada College were also in the proposed Act. It was found that there was inefficiency among the teaching body, which had to be corrected. In the preceding year there were 4,824 schools and 6,018 teachers, half of whom had only third class certificates, and there appeared to be a tendency to fill vacancies with inexperienced teachers. There was ample material obtainable, and aspirants had a right to be afforded every facility for improving their scholastic attainments. But it had to be regretted that the teaching profession was too temporary, few following it for more than five years. In furtherance of the scheme of improvement and extension it was proposed in the Bill to establish Model Schools in each county for the benefit of candidates for second or third class certificates and to encourage co-operation in educational work between the Normal and High Schools in the interests of candidates so as to minimize the difficulties arising from the matter of distance in pupils' residences from the points of study. The payment of the travelling and maintenance expenses of pupils at Toronto and Ottawa Normal Schools for two months, conditionally on their passing their examination in the theory and practice of teaching, was also a feature of the Bill. The Department greatly needed second class teachers and felt it right to do all in its power to provide for

the want. With regard to Public Schools, the proposed legislation would provide new machinery for the formation of Township Boards, but this would be purely permissive and it would also simplify the law governing union sections in difficult municipalities. Practical difficulties in the working would be corrected, and it was proposed to relegate to each class, Protestants, Colored people, and Roman Catholics, to its proper supporters so that none would escape the payment of their share of the school taxes which, under the existing law, they were able to do. The Bill would also make clearer the compulsory attendance clauses of the present school law. The High School question presented the greatest difficulty, especially as it related to the question of local aid, and changed conditions required careful treatment. The Minister pointed out that Grammar Schools were at first intended to occupy the position in relation to the county as the Common School did to the township, and irregularities had in consequence grown up. The Bill would, in relation to the University of Toronto, make the Senate and Lieutenant-Governor-in-Council the responsible direction, leaving to the Convocation, a fluctuating body, a discussive power.

On the second reading of the Bill the Minister of Education amplified some of his introductory remarks referring to the English methods. It cost in the Mother Country £100 for each trained teacher. It was proposed in the present Bill to aid the teachers to the extent of \$100 by the Government and a like sum by the county, which could not be considered oppressive. A larger question was how the schools were to be taught by the holders of first and second class certificates. It was proposed to throw open the Normal Schools in Ottawa and Toronto so as to offer inducements to those who desired to obtain second class certificates and provide a certain sum for their maintenance. Their transportation would, it was estimated, be about \$9,000 per annum and their maintenance \$6,400, for two months while the candidates learned the art of teaching. By this it was thought some 4,500 second class teachers would be added to the staff every year and reduce the number of untrained teachers *pro tanto*. The Bill also anticipated the great increase expected and contained regulations for the future. Aid to Teachers' Associations was also provided for and he, the Minister, had ascertained by visiting twenty-one of them that they were a most valuable institution as an auxiliary educational body. It had been proposed to send an officer on tour for the purpose of holding teachers' institutes, but he considered this unnecessary as the inspectors held first class certificates of the Grade A. and could efficiently perform the task. The Bill did not make County or

Township School Boards compulsory, but created a machinery which would overcome difficulties found to exist in the law as at present in force. The late Superintendent of Public Instruction (Dr. Ryerson) had been strongly in favour of the system which he found, by personal investigation, worked well in the U.S.A. and was superior to the Section system. The proposed Bill also made better provision for the payment of teachers' salaries.

The Bill was, on the whole, received with approval by the members of the Legislative Assembly, and the discussion was without any party spirit. Certain details of a practical nature were later severely criticized outside the Legislature. On the contrary it was discussed in Committee as a measure of Provincial moment, and many suggestions were made with the object of increasing the efficiency of the system. The Bill passed with amendments relating to matters of detail but without changing the general principles of the measure. [40 Vict., chap. 16.]

In the course of the Session the Annual Report on the Normal, Model, High and Public Schools for the year 1875 was brought down to the Assembly. This covered part of the period of transition and change from the control of the Council of Public Instruction to that of a responsible Minister. [Sessional Papers, 1877, No. 3, Vol. ix.]

The School of Practical Science came before the Assembly during the Session. The sale of the school property to the Mechanics' Institute was authorized, the amount paid being \$28,000. A memorandum by the Minister explaining the aims and purpose of the School was added to the Legislation Resolution. It embodied a report by Professor Loudon, of University College, who had been appointed to examine the subject. On the strength of his recommendations for the settlement of the issue the sale was authorized and a plan of action in the matter decided on. [Journals Leg. Ass. 1877, pp. 118, *et seq.*, 130, 156. Also Sessional Papers, 1877, No. 13, Vol. ix.]

The Depository of the Education Department came into the arena of discussion during the Session, Mr. Bethune moving (January 25th) for papers relating to the Institution; the petitions of booksellers against it; the action of the Minister of Education thereon and the value of books sold in the year 1876. Ordered to be brought down.

Among the first of the varied problems which confronted the first Minister of Education of the Province was "Discipline" and its enforcement in schools. The issue was raised in consequence of a curious incident which occurred in a school in the Township of Percy. A Monitor charged several

of his fellow school mates with certain acts of misconduct. The charge was denied and when the School Teacher asked another pupil to give testimony in the matter he refused. For this he was first suspended and then expelled. He was promised reinstatement if he admitted the right of the school authorities to require him to give evidence in such case. The Inspector of the District held the expulsion not justifiable and the Minister upheld the decision, noting that the boy had refused to "tell upon a fellow pupil," and the teacher had no authority to coerce a pupil into "telling on a fellow pupil." Such a course would degrade the pupils in the estimation of each other and lower the general tone of the school. The memorandum of the Minister caused some discussion, but as he showed it was misunderstood, and in another statement issued later he fully justified his decision, and public opinion appears to have done the same. The "School Journal" remarked that it was highly probable too free a use had been made in the past of the power of expulsion and suspension of pupils and that Mr. Crooks's clear cut statements would be productive of good results.

A more serious incident in the year's academic proceedings was the attack made on the Central Committee on Examinations [instituted in 1871]. It was charged that Dr. McLennan, acting in collusion with Mr. Kirkland, Science Master at the Normal School, in preparing the Mathematical papers for the Teachers' Examinations and the University of Toronto had in view the promotion of a book on Statics written by the latter gentleman, and also served the interests of Adam Miller, publisher, in order to enable him to obtain the copyrights of a number of the newly authorized school books. Mr. J. M. Buchan, M.A., was pointed to as the principal offender and it was further charged that the Committee, from interested motives, secured the stoppage of the Journal of Education. Misappropriation of funds was also charged. It did not strengthen the case when it became known that the accusers were in many instances anonymous. The charges, however, were deemed to be of sufficient gravity to call for investigation and a Commission of Enquiry was issued by the Lieutenant-Governor, the Hon. Mr. Justice Patterson, of the Appeal Court, being appointed to preside at the enquiry. Much evidence pro and con, was given and the enquiry occupied many days and ended by the Commissioner fully exonerating the members of the Committee from the charges made against them. The investigation was thorough and exhaustive. Mr. J. D. Edgar, Q.C., later Sir J. D. Edgar, and Speaker of the House of Commons, acted as Counsel for the Government, and Nicholas Flood Davin, afterwards M.P., acted for the Mail newspaper, in the columns of which many of the charges

had been made. The investigation was not wholly in vain as it exposed many defects which were remedied in due course.

The year witnessed the departure of Principal Snodgrass, of Queen's University, for Scotland, he having accepted a call to pastoral work. He was succeeded by Principal Grant.

1878.

A Bill to amend the law respecting High Schools was introduced by Mr. James Bethune. It provided that in the case of a union of Counties the Councils of each division might be constituted, on the division of reeves and deputy reeves of any one county, such county in the union to be separate for High School purposes and the financial and general arrangements to be followed accordingly. The Bill also made provision for the election of Chairmen of School Boards, High School or Collegiate Institute Board and Boards of Education, and also authorized double voting by the heaviest ratepayer in case of a tie at the election of Chairman. [41 Vict., Chap. 15.]

The Minister of Education introduced a Bill entitled "An Act respecting Union School Sections," explaining that it was for the purpose of enabling School Sections in townships non-legally formed, owing to misapprehension of the school law of 1871, but legalized under the Act of 1877, to assume and pay for any school house erected by one of the sections before the union was legalized. Failing an agreement as to the amount to be paid between the majority of the ratepayers of such sections and the union-section arbitration was to be resorted to. The measure followed a suggestion made by the Court of Queen's Bench. [41 Vict., Chap. 20.]

The instruction of that sorely afflicted section of the community, the Deaf, Dumb and Blind, has always been, as becomes a Christian community, an object of solicitude in Upper Canada. In 1836 the Parliament of Upper Canada was petitioned by thirty-seven ratepayers of Halton for the support of two Deaf and Dumb children, and Mr. Ogle R. Gowan obtained the appointment of a Select Committee of Parliament to consider the desirableness of establishing an Asylum. It reported favourably, recommending the establishment of one or more schools and £600 was voted and a Bill submitted. By some inexplicable action the Bill in its last stage was defeated by a large majority. Twenty years later 560 Deaf Mutes were reported to be present in Upper Canada "in a state of heathen darkness," and a public meeting was held in Toronto and decided that pending the establishment of a Municipal Institution supported at the public expense, a local society be formed, and this was done. Later on

the issue was more fully dealt with by the Legislature and the Belleville and Brantford Institutions were the result. The Reports from these Institutions in 1878 more than justified their existence and were very satisfactory. [Sessional Papers, 1878, No. 4, Vol. x.]

The First Report, under the signature of the Minister of Education, published during the Session now under review, covered the year 1876 and necessarily reflected in its contents the operations of the "transition period." [Sessional Papers, 1878, No. 5, Vol. x.]

The Report on the School of Agriculture and Experimental Farm for 1877 was presented to the Legislative Assembly, [Sessional Papers, 1878, No. 6, Vol. x.]

A Return of the Receipts and Expenditures relating to the Endowment Fund of Toronto University and University College and various details in other respects was brought down. [Sessional Papers, 1878, No. 36, Vol. x.]—: also a Return of Correspondence, 1876-7, between the Minister of Education and the Publishing House of Adam Miller and Co., relating to the Journal of Education and the Canada School Journal. [Sessional Papers, 1878, No. 22, Vol. x.]

The Report of the Ontario School of Art was also presented. [Sessional Papers, 1878, No. 25, Vol. x.]

The Western University (of London, Ont.) was incorporated this year as a Church of England institution, with the Lieutenant-Governor as the official visitor. [41 Vict., Chap. 70.]

A Bill to incorporate the Ontario Ladies' College, a Methodist establishment at Whitby, Ont., was also passed. This was a development of a school already established under the Joint Stock Companies Act. [41 Vict., Chap. 68.]

1879.

At the outset of the Session of the Legislature in 1879 a Bill was introduced by Mr. W. H. Scott to amend the Act respecting the Income and Property of the University of Toronto, University College and Upper Canada College. In effect it provided that appropriations from the Permanent Fund of the several named Institutions be subject to the approval of the Legislature of the Province, and that no Order-in-Council be operative without that approval. The Minister of Education stated that the Government was not opposed to the principle of the Bill and had, in any action it had taken in connection with this subject, only followed precedent. The foundation of the endowment was laid in 1798, and its administration was very faulty up to the

year 1853 when a correcting Act was passed, and since that the Lieutenant-Governors had assumed the right to deal with the endowment. The Government had felt justified in passing an Order-in-Council dealing with money matters, but it had been for the purpose of bettering the condition of Upper Canada College which had been for the first time in its existence placed in a proper condition for the purposes it was designed to carry out. The defective accommodation had been ameliorated. There had been, in consequence, an increase in University students. The University Senate had been changed from its hitherto unsatisfactory condition into a well organized body. The Bill was referred to a Select Committee of the Legislature presided over by the Minister of Education and was ultimately passed without amendment. [42 Vict., Chap. 35.]

An important School Bill, entitled "An Act respecting Public, Separate and High Schools" was introduced by the Minister of Education who stated that it was constructed on three basic principles, (a) it extended the franchise; (b) it provided for a less expensive mode of holding school elections, and (c) it made provision for placing checks on the expenditure on capital account for Public and High Schools. These checks would be operative by the vote of ratepayers in certain cases and in others the Councils of cities and towns would have discretionary power in complying, or the reverse, with the demands made on them by School Boards. In the course of his speech giving a summary of the Bill the Minister referred to the fine school exhibit the Province had made at the recent Paris Exposition and the Philadelphia Centennial Exhibition and pointed out the local character of the Educational Administration which was, in fact, more marked than in municipal affairs. Its cost, though on the increase, compared most favourably with other Provinces, Great Britain and foreign countries, where the *per capita* average was higher. Its intensely local character enabled the ratepayers to see that their children were not delinquent in school attendance and that they got their money's worth. The new Bill would increase the local powers. It was found also that the school attendance was very satisfactory and this was produced without any penal procedure, the compulsory clauses in the School Law being more formidable in appearance than in practice and reality. In matters religious it was said that without moral training education only produced "clever scoundrels," but the Ontario system was not entirely secular, the law being framed with a view of recognizing the principles of Christianity while, at the same time, it provided for liberty of conscience and this

was proved by the existence of Separate Schools and with regard to these the proposed Bill was framed so as to remedy certain existing difficulties as to the mode of holding the election of S.S. Trustees and the levying of assessments. The efficiency of the school teachers was an absolute necessity and, in order to obtain them, the Administration had determined to found County Model Schools throughout the Province and obtain the contributions of the rural ratepayers for the maintenance thereof. In the year 1878 fifty schools were in operation with 1,391 students in attendance no fewer than 1,338 passing successfully, the cost *per capita* being \$381 from the Legislature and an equal sum from the counties. These schools were valuable auxiliaries to the High Schools and effected the best results and, in conjunction with the Normal Schools at Toronto and Ottawa, provided a sufficiency of teachers. The Minister then made reference to the change from the Council of Public Instruction to a responsible Ministry of Education and stressed the fact that while the responsibility of framing laws rested with the Department their execution rested wholly with the local organizations. This division should be thoroughly understood, as otherwise mistakes and misunderstandings were likely to arise. School Boards generally recognized their responsibility to the public, but it was to the inspectors and County Councils "disappointed ratepayers" should look. In drafting the present Bill he had endeavoured to make the position of the schools clear, notably with reference to the subject of accommodation and the protection of ratepayers from undue pressure from Inspectors. He was of the opinion that such matters should be locally discussed in order to prevent any differences arising and in order to further avert a contingency, one he had endeavoured to prevent, viz., mandatory construction being put on those dealing locally with the subject. Further, he had determined that any undue exercise of his power by an Inspector would be followed by his dismissal. The subject of Township School Boards or Sectional Boards was then referred to, the Minister pointing out that the lesser *per capita* cost of education under the County Board system was in itself a very strong argument in its favour. Care was taken in preparing the Bill to regulate the text books to be used in schools.

The Bill covered a very wide field. It authorized the constitution of a Model School out of a Public School at the will of the School Boards; defined the voters for School Trustees, and regulated the voters' lists and the machinery for the elections of Trustees of Public School Corporations; named the County Judge as referee in cases of dispute; provided for the

electoral machinery in unorganized districts and defined the powers of trustees in the matter of levying school rates; made some minor amendments to the Revised Statutes; conferred additional powers upon arbitrators in reference to the compulsory taking of land for school purposes; made clear the location of Union Schools; amended and repealed certain sections of chap. 204, R.S.O.; defined the powers of Township School Boards and the duties of the Minister of Education; imposed on County Clerks the task of furnishing the Minister with returns of minor municipal populations; empowered Separate School Trustees to borrow money, and empowered non-resident supporters of Separate Schools to have his school rates appropriated to Separate Schools, and contained some other provisions relating to the subject. The Bill also empowered a Municipal Council to refuse to raise money for the purchase of school sites, etc., by a two-thirds vote and to cause the question to be submitted to the electors. The proposed Act also provided for the issue and control of Debentures, and also constituted a Board of Examiners for admission to High Schools. An amendment to the R.S.O., chap. 205, made compulsory the payment by a County of a sum equal to the Government grant in the cases of High Schools or Collegiate Institutes, subject to certain conditions. Some minor amendments were also made to the School Laws.

The measure was carefully scrutinized in Committee of the Whole House, for the most part in a non-partisan manner and passed its third reading without very great amendment. The Minister transferred to the Public School Boards the power of constituting any school a Model School, a power in the first place given to Municipal Councils. A prolonged discussion took place on the subject of uniformity of franchise for school and municipal elections, the female vote, ballot voting, etc. An amendment moved by Mr. Scott, providing for uniformity of franchise was lost by a majority of five votes. Mr. R. Bell moved an amendment to provide for ballot voting for School Trustees and uniformity in date of elections. Mr. G. W. Ross moved in amendment that Separate Schools be excluded from the proposition. The Minister would not allow the amendments to pass, and held that the use of the ballot was not necessary in School elections though desirable in others, as an application of a lesser evil to destroy a larger one. An amendment proposed by Dr. O'Sullivan would have made every Roman Catholic *ipso facto* a Separate School supporter, but after a rather mixed discussion, in which it was shown that such a provision might be productive of mischief, the amendment was withdrawn. An amendment referring to Separate School Teachers which prevented a possible clash between Ontario

and Quebec legislation was made on the suggestion of Mr. W. Meredith. [42 Vict., Chap. 34.]

The Minister of Education, as was promised on his assumption of office, issued a series of new General Regulations for School Administration. They related to text books and embodied a programme of the Course of Study in the Public Schools of Ontario. The regulations received the sanction of the Lieutenant-Governor-in-Council. As arranged on the extinction of the Journal of Education the official announcements of the Department of Education were transferred to the Canada School Journal.

1880.

No very radical changes in the educational machinery of the Province were made during the Session of 1880. An attempt, by a private member, Mr. Watters (North Middlesex) to provide for the reduction of the summer school holidays from six to three weeks met with no extensive support as it was made clear that such a procedure would be productive of mischievous results, and that as a matter of fact the school children were, already if anything, overworked. A medical member of the Legislature, Dr. McLaughlin (W. Durham), pointed out that the number of cases of brain fever and other brain diseases in children under twelve years was frightfully on the increase, an evidence that compelling little children, the class for whom the advocates of the proposed amendment were specially pleading, to go long distances in the hot sun and sit in close school rooms and perform brain work, must have injurious efforts on their mental and physical nature. The Minister of Education pointed out that the days of school attendance in Ontario were more numerous than in England, but he would consider the question when preparing a Bill he had in contemplation.

In the course of the Session the Annual Report of the Minister for 1878 was presented. It dealt in detail with the Receipts and Expenditures, the former amounting to \$3,247,321, a slight decrease, and the latter to \$2,889,347. The total school population was returned as 492,360, and the attendance as 467,433, a decrease of 1,808. The grand total of attendance was 489,015, a decrease of 1,845. In the 4,990 schools there were 6,473 teachers—3,060 male, 3,413 female. The Report dealt also with certification of teachers and their salaries. It was reported that there were 177 Separate (Roman Catholic) Schools in operation. The number of pupils in the High Schools was reported as 10,574 and 104 schools in operation. [Sessional Papers, No. 5, 1880.]

A very comprehensive Act relating to the Agricultural College was passed during the Session of 1880. Hon. S. C. Wood explained that this Bill was virtually the incorporation of the College, which had now passed the experimental stage and was advancing in importance very rapidly. The provisions of the Bill covered all the necessary requirements of such an institution and provided for its affiliation with the University of Toronto. In the course of the passage of the Bill the subjects of Horticulture and Agriculture were added to the curriculum. [43 Vict., Chap. 33.]

In Committee of Supply some discussion arose over the vote of \$240,000 for Public and Separate Schools, but it was not of a controversial kind but academic and in the interests of the school system of the Province.

An important item in the Sessional programme was a motion made by Mr. Baxter for a return showing the titles of all School Books in use in the Ontario Schools; of Government and private copyrights with the price of each book. It was explained that public opinion tended to the belief that prices were excessive in many cases and that the school authorities should hold the copyrights. The Minister of Education expressed the opinion that the motion was opportune and that the Return would give force to the belief that a change was necessary. He indicated a determination to ensure, in a short time, as perfect a series of text books as could be selected.

A Bill to amend the Agriculture and Arts Act was introduced by the Minister of Education. It transferred Mechanics' Institutes, and the like, from the jurisdiction of the Provincial Treasurer to that of the Minister of Education. [43 Vict., Chap. 5.]

The Public Schools Act was subjected to an overhauling and several amendments made to it. The proposed tinkering with the duration of holidays possibly led the Minister to give to rural trustees power to open schools at an earlier date than heretofore, but no change in the duration of the holidays was made. The proposed pernicious change was prompted, according to some, by the jealousy of a teacher whose conduct bid fair to lead to grave results. The agitation was effectively nipped in the bud by Mr. Crooks's action. A new section provided that non-residents might send their children to a school provided they held property in the section on which they paid a sum equal to the average rate paid by residents. Trustees were empowered to charge fifty cents a month for children of non-residents. Another amendment facilitated the working of Union Schools and another made easy the taking of a school census and adjusting school rates by rearrangement of the duties of township assessors and clerks. What

was regarded as the most important of the amendments removed what had long been a source of trouble. Litigation had often been caused through the quashing by the courts of local by-laws for the formation, alteration or dissolution of School Sections, Unions, Township Boards, etc. The amending Section provided that such by-laws be absolutely legal and valid after submission to and confirmation by the Minister of Education. Power was also given the Minister to compel the attendance of witnesses at any enquiry he might institute. [42 Vict., Chapter 32.]

1881.

In his speech to the Legislative Assembly on the opening of the Session in 1881 the Lieutenant-Governor made a very eulogistic reference to the last Report of the Minister of Education. That document noted "a high standard of excellence compared with other countries as existing in Ontario." A decrease in expense and general progress was declared to be in evidence. But a new School Bill "for further improving the School Law" was introduced by the Minister of Education. Its chief provision, as explained by him, was for the purpose of securing a better attendance at the schools, as there were 25,000 children between the ages of seven and twelve years reported as absentees, and these had to be secured. It was evident that the law requiring a minimum attendance of four months in the year was in operation. Under the proposed new law an officer would be appointed by the School Board whose office would be to enforce the law, but by moral suasion rather than by penalty. Children under thirteen years employed in factories who were subject to the new Bill were reported to number 2,522. The Minister added that he would have liked to have also introduced a provision for a better system of superannuation for school teachers, but the Central Committee would be left in abeyance in order that the feelings of the teachers might be ascertained. They had, in fact, submitted a scheme to which they would desire the Legislature to give effect. It was highly desirable that the subject should be carefully studied in order that the Legislature could, at its next Session, be in possession of the opinions of the whole teaching profession. That the existing law as to compulsory attendance was ineffective was evident, and the proposed legislation now introduced would bring the School Boards to a sense of their duty in the matter of enforcement. The Bill would also provide for the registration by the assessors of children over sixteen and under twenty-one, and of children between thirteen and seven years. These would have to attend some school of elementary instruction for twelve weeks *per annum* in two

terms. People receiving the children of other parents into their houses would, under the new Bill, be compelled to act towards them in educational matters as the parents would have had to. Children in employment would be allowed half time. [44 Vict., Chap. 30.]

A Bill respecting the University and College at Toronto also became law during the Session. It dealt almost exclusively with the constitution of the Convocation and the election of the Chancellor and members of the Senate and the filling of vacancies. It also, in relation to the University property, provided that investments were to be taken in the name of the Bursar. [44 Vict., Chap. 31.]

Upper Canada College was the subject of criticism by certain people who, as the Minister of Education in his defence of the College said, did not know anything about the subject they talked about. He pointed out that the College was well conducted and necessary as a feeder to the University and in no way conflicted with the operation of the High Schools, as asserted.

The Annual Report of the Minister of Education for the year 1879 [Sessional Papers, 1881, No. 5] contained an instructive Statistical Abstract of the progress of education from 1867 to 1879. It showed that in 1867 the number of Public Schools was only 4,442. In 1879 they had increased to 5,123 and the number of pupils attending them from 401,643 in 1867 to 487,012 in 1879. The amount paid for the support of Public Schools had increased from \$1,473,188 in 1867 to \$2,833,054 in 1879 [exclusive of balances not paid at the date of the local reports] including the amount paid for the purchase, erection, repairs of School Houses and other purposes which, in 1879, amounted to \$7,602, making the aggregate actually paid for Public School purposes in 1879, with the balances available and not paid at the date of the local reports, \$3,226,730.

A Bill was introduced at an early stage of the Session by Mr. Robert Bell (W. Toronto) to amend the School Law. Its purpose, nominally, was to change the mode of voting, but it had as an underlying principle the vote by ballot especially in Separate School election. It was not read a second time, being declared lost on a division.

1882.

Very early in the Session of 1882 Mr. Bell returned to his former proposed change in the law governing the method of voting for Separate School Trustees. His proposition was a repetition of what had occurred in the previous year. The Bill

was read a first time and, on the motion for its second reading, Mr. C. F. Fraser moved for the rejection of the Bill, and by a vote of 50 Yeas to 13 Nays the amendment was carried.

The subject of ballot voting at municipal elections had also been brought to the attention of the Legislature by Mr. Creighton in the form of a Bill, but this was defeated on a division.

The Minister of Education was still striving to obtain as much perfection in the Public School Act as possible and a Bill respecting certain amendments to the School Law made its appearance. The Minister explained that the first clause of the Bill was to enable a third class teacher to teach in a county other than that in which the certificate was granted, without the endorsement of the County Public School Inspector. The second clause provided a system by which third class teachers could be examined and reported on, leaving to the Minister the power of determining whether at the expiration of such certificate its term be extended. The third clause provided for the granting of certificates in remote districts in certain counties and constituted a Board of Examiners. The fourth clause was designed to compel assessors to give the names and residences of School Trustees to the Town Clerk. Another clause indicated the manner the Board of Examiners for the admission of pupils into the High Schools and Collegiate Institutes should be constituted, the Chairman of the Separate School Board being one. A new clause provided that an Order-in-Council discontinuing or establishing Collegiate Institutes be subject to the approval of the Lieutenant-Governor-in-Council, this to be ratified by the Legislative Assembly. On the third reading of the Bill Dr. Boulter (W. Hastings) moved an amendment to the effect that County Inspectors, subject to the approval of the School Boards or Trustees who had employed a school teacher holding a third class certificate, be empowered to extend such certificate without requiring the intervention of the Minister of Education. The proposed amendment was defeated by a vote of 23 Yeas and 48 Nays, and the Bill was passed. [45 Vict., Chap. 30.]

The report of the Minister of Education for the year 1880 indicated less in legislative matter than usual. Summarized, it showed as the results of the action of the Legislature in that year; a revision of the Public Schools Act; an option to Rural School Trustees of opening the schools on the 3rd instead of the 18th of August as the end of the summer vacation. A provision that non-resident pupils, whose parents do not pay the average school rates paid by the resident parents, pay a fee not in excess of 50 cents monthly. Also that every Union School Section or Division be considered within the Municipality.

pality with the largest amount of assessed property. The school rates of the Union or School Division to be collected by the Municipality for its proportional amount of the rates requisitioned for, in the municipality in which the school is deemed to be situate, on an equalized basis of assessment mutually agreed on between the respective Municipalities. Legislation also provided for rearrangement of the assessment rolls, whereby a closer classification of the children, by ages, was made. The amendments also made clearer the financial administration of school moneys, and regulated very strictly the keeping of account books. It was also enacted that, if a part of a township is for school purposes within an adjoining town or village, the Council of the township can withdraw such part by by-law passed before October in any year; disagreement to be settled by the usual legal reference. Confirmation or change in the by-laws for the formation, alteration or dissolution of School Sections and Unions in the scheme were left to the Minister of Education whose decision had to be accepted as final. He was also intrusted with the power of obtaining witnesses, by subpœna, in school enquiries, and examining them under oath. The General Statistics were of the customary exhaustive character, and the detailed statement covered the whole range of Departmental Administration. [Sessional Papers, No. 5, 1882, Vol. xiv., part 3.]

Regulations respecting the apportionment of High School grants for 1880 were formulated and a number of matters of detail connected with the departmental official economy arranged.

The sub-reports of Inspectors conveyed a large amount of valuable information and suggestions on which future action could be based.

The closing Session of the Fourth Legislature of Ontario began on December 13th. The Lieutenant-Governor's speech forecast Bills for consolidating the Public and High School Laws, and at the same time highly eulogized the School Administration of the Province which was efficient and producing admirable scholastic results. Bills were subsequently introduced respecting the Education Department, the Public and High Schools, to amend and consolidate, but were not proceeded with.

1882-3.

The Legislature adjourned from December 21st to January 4th, 1883, and it accordingly met for a short time on that day.

An important Bill was introduced having for its purpose provision for the final settlement of the Common School Fund. It authorized the Lieutenant-Governor-in-Council to agree with

the Government of the Province of Quebec for the acquisition of their share of unsold Common School Lands subject to ratification by a resolution of the Legislative Assembly of the Province of Ontario. [46 Vict., Chap. 3.]

The leader of the Opposition moved, in the Committee of Supply on the vote for Education, an amendment that would have, as its result, if carried, legislated the Ministry of Education out of existence. The tenor of his resolution was to the effect that the Public Educational System should be kept free from political partizanship, and in order to reach that end the office of Minister of Education should be abolished and the old regime, with a Chief Superintendent, be restored. But his proposition was voted down by a majority of twenty-three; 48 Nays, 25 Yeas. A supplementary suggestion was made, that County Boards of Examiners be given power to grant certificates of a lower grade than the present Third Class Certificate. The Government concurred in the resolution but asserted its confidence in an amendment, that all proper regulations necessary to remove difficulties in respect to the scarcity of Third Class Teachers. This amendment was carried by a vote of 50 Yeas against 22 Nays.

A return was ordered, and subsequently brought down to the Legislature showing in tabulated form the total amount paid by the Government for Public, Separate and High Schools for each year since Confederation, in each county and city. [Sessional Papers, 1883, Vol. xv., No. 43.]

Another return called for a statement of amounts paid out by the Government for Education and other purposes from 1871 to 1882, both inclusive. [Sessional Papers, 1883, Vol. xv., No. 65.] The grand total for High, Public and Separate Schools was shown to be \$3,572,013.

The Annual Report of the Minister of Education for the year 1881 also contained the statistics for 1881 and the four divisions traversed the operations of the Department very fully. The fourth part, dealing with Technical Education, a branch of education at the time in rather an inchoate condition, (although as far back as 1835 Mechanics' Institutes at Toronto and Kingston had been voted money for the purchase of scientific instruments) formed an instructive feature of the report. [Sessional Papers, 1883, Vol. xv., No. 5.]

The Annual Report of University College for 1881-2-3 was sent to the Legislature. It indicated a marked increase in attendance and showed that the authorities were making every possible effort to keep well up to the standard, but the need of increased assistance and a larger staff was dwelt on. [Sessional Papers, 1883, Vol. xv., No. 17.]

The University Report for 1881-2 was equally satisfactory, but the inadequacy of the University resources to meet the requirements of the institution was stressed. [Sessional Papers, 1883, Vol. xv., No. 18.] The Directors of the School of Practical Science also presented a very encouraging report but complained of inadequate equipment. [Sessional Papers, 1883, Vol. xv., No. 19.]

The Reports from University of Toronto [Sessional Papers, 91] and University College (covering the years 1881-2-3) were presented to the Legislature. [Sessional Papers, No. 17.]

1884.

No Legislation on Education was foreshadowed in the Speech of the Lieutenant-Governor on his opening the First Session of the Fifth Legislature of the Province, January 24th, 1884. But some important measures were dealt with. An Act to Amend the Act respecting Public, Separate and High Schools dealt largely with the financial aspects of the Separate School administration. [47 Vict., Chap. 44.]

Another Act amended and Consolidated the Acts respecting Industrial Schools. [47 Vict., Chap. 46.]

The University Convocation was enlarged by a short Act which granted an additional High School Representative and extended the franchise to all teachers. [47 Vict., Chap. 45.]

There was also brought into the arena of discussion an Order-in-Council concerning Collegiate Institutes and their Legislative grants. Formerly the Institutes had been controlled by the Department. An amendment required such Orders-in-Council to be ratified by the Legislature.

A short Act of half a dozen sections amended the Act respecting the University of Toronto as referred to above, and embodied other details.

The Annual Report of the Minister of Education for the year 1883, presented to the Legislature in 1884, indicated a decrease of 407 in the total school population, leaving 483,817 of school age, with an average attendance of 45 per cent. of those on the roll. The number of teachers was 6,857, and they occupied 5,204 schools. The expenditure on the schools was \$3,026,974, an increase of \$182,702 over the preceding year. The sum of \$341,918 (fixed capital) was spent on sites and buildings, leaving \$2,685,056 as the working expenses for the year. The average cost *per capita* per pupil was \$6.42 and the Legislative grant to the Public Schools was \$251,356 and \$14,382 to the Separate Schools, a total increase of \$7,441. The report showed that the average salary of male teachers in cities was

\$742 for men and \$331 for women; in towns \$576 and \$273; \$385 and \$248 in rural districts. The highest salary paid in 1882 to city teachers was \$1,100, and the lowest to men \$400; in towns \$1,000 and \$240; in counties \$900 and \$120. The number of women employed as teachers was 3,795, an increase of 235, while the number of male teachers decreased by 300. Much progress was seen in school buildings; \$61,458 having been spent upon them during the previous year. But of the whole body of teachers it was reported that only 1,873 had been trained at the Normal Schools. The High School attendance for the year covered by the report was 12,-473 (a slight falling off), at a cost of \$27.46 *per capita*.

A very important discussion was provoked in the Legislature during the Session by Dr. McLaughlin, who moved for a return showing the public expenditure on the Teachers' Superannuation Fund. In the previous year the Province paid some \$37,000 over the amount paid by the teachers to the Fund; instituted in 1870 by Hon. John Sandfield Macdonald on the suggestion of Dr. Ryerson. It was agreed that every male Teacher be obliged to pay \$4 a year to the fund and then at the age of sixty he would be entitled to retire receiving for each year he had taught \$6 per annum. This was the sole condition on which the Fund was established, and since that time many teachers had drifted into other callings and Dr. Ryerson's object, to make the Fund retain teachers in the profession, frustrated. In twelve years \$438,736 had been paid to the Teachers and \$167,390 by them to the Fund, a loss to the Province of \$271,346. He considered the position anomalous and calling for suppression. The Minister of Education [Mr. G. W. Ross] said that when the fund was established teachers were made Civil Servants on the ground that their salaries were low and that he was a public benefactor, spending his lifetime more in the interest of the Province than his own, and by making this allowance it was thought an appropriation should be made which would serve him when he was no longer able to act as a teacher. He deprecated the idea of treating the school teacher as a Civil Servant for, although the remuneration was not high, the teacher should cultivate a higher feeling of independence than was possible in the case of Civil Servants. Two points had to be considered. One, that the fund should be self sustaining, and this involved a very large increase in teachers' contributions from \$4 to \$16, at the present, and to \$20 in the future. Another point was the possible abolition of the fund and the refund to those not entitled to claim, and this would call for the payment of \$100,000. He proposed to formulate a scheme for presentation in the coming year.

Mr. Meredith said he was of the opinion that it would be better to pay the teachers an adequate salary and not make them dependent on the Province for a gratuity.

The Attorney-General [Mowat] said it was undeniable that, at present, the gratuity was an absolute necessity, for teachers' salaries were so low that saving by teachers was out of the bounds of possibility. Yet they were performing duties, the most important, perhaps, for the welfare of the State. They should certainly not be deprived of its assistance.

On the other hand, Mr. Harcourt said that if the Minister of Education were to ascertain the personal opinion of the teachers he would probably find that ninety per cent. of them would favour the abolition of the fund. It was, however, not unreasonably argued that a majority of them did not know what was best to be done and too many of them regarded their calling as a temporary step to something better. But the issue was one which had to be considered from a higher standpoint, and if salaries were raised fifty per cent. the Superannuation Fund would be unnecessary.

Two very important scholastic appointments were made during the year. Dr. Tassie to the Principalship of Peterborough Collegiate Institute, and Mr. John Seath, M.A., to the office of Inspector of High Schools and Collegiate Institutes.

The great value of Teachers' Associations was brought into prominence during the year, and the local meetings and discussions were important and instructive. At the meeting of the Ontario Association, held in the Normal School Building, the President, Hon. G. W. Ross, Minister of Education, delivered a valuable address, traversing the entire field of Education.

The reports of the School Inspectors were very optimistic. They were able to express their thorough satisfaction with the efficiency of the High Schools and the Collegiate Institutes. Dr. McLellan noted the fact that he had seen "many of the best High Schools in the U.S.A. and a few of the best in Great Britain, and I feel sure of two things: that in the Department of Mathematics our schools are superior to any I have seen and that in general standing they are second to none."

The Report of the Minister on Normal Schools showed those Institutions to be progressing favourably though slowly, but in no degree commensurate with the general advancement throughout the High Schools of the Province. But the report foreshadowed great changes in the future in the matter of improvement.

1885.

It was deemed desirable to inform the Legislative Assembly on the opening of the Session that fresh consolidation of the Statutes respecting High, Public and Separate Schools was

necessary, and the Minister of Education a few days later introduced a Bill making provision for the purpose intituled, An Act to Consolidate and Amend the Public Schools Act. The Bill, which was a very ably designed enactment, covered the requirements very effectively, and for the time being left little need for further legislation. [48 Vict., Chap. 49.]

An important Bill, Respecting the Education Department, was also passed during the Session. It defined the powers and duties of the Department, its head and officers. [48 Vict., Chap. 48.]

An Act to Consolidate, and amend, the High Schools Act in various points also passed without much debate. [48 Vict., Chap. 50.]

Returns, showing the Orders-in-Council respecting the School Readers, etc., was brought down to the Legislature. [Sessional Papers, 1885, No. 37] and of correspondence relating to the division of a School Section in East Luther. [Sessional Papers, 1885, No. 63.]

The Annual Report of the Minister for the year 1884 was a voluminous and valuable document showing in two volumes the Departmental Statistics and a very carefully prepared statement of the Proceedings for the year 1884. [Sessional Papers, 1885, No. 5.]

A number of returns were ordered relating to University of Toronto and Upper Canada College. [See Index to the Journals of the Legislature, 1885.] A return relating to University Federation was also brought down. [Sessional Papers, 1885, No. 65.]

1886.

The Session of 1886 opened without any announcement of coming legislation on the subject of Education. Nevertheless the Minister of Education introduced a Bill of some importance to effect the consolidation of the Separate School Act. The title explained the object of the measure which was carefully adjusted to existing necessities and the perfecting of the system and it was passed into law without any material alteration. [49 Vict., Chap. 46.]

Certain proposed amendments to the High and Public Schools Acts did not reach a second reading. Returns bearing on various school subjects were brought down to the House and in certain instances may be found in the Sessional Papers of the year: Nos. 20, 25, 87.

The Annual Report of the Minister of Education for the year 1885 indicated steady and satisfactory progress; taxation for schools increased from \$4,146,398 in 1876 to \$4,964,520 in 1883. It was noted that Separate Schools [R.C.] increased in

nine years 25 per cent. The Model Schools were increased by two and the efficiency of the work performed enabled the Minister to report that he was satisfied that there was no Departmental expenditure from which "so much profit is derived by the community." The legal status acquired by Teachers' Associations through the Model Schools' legislation, and their consequent increase in importance and influence, was also referred to by the Minister as well as the appointment of Dr. McLellan to the position of Director, which was cited as a proof of advancement. A synopsis of the working and machinery of the Institutes exposed their value and influence. The Report on Normal Schools indicated an increase in the number of students from 247 in 1876 to 405 in 1885, and a satisfactory condition of affairs generally, at a not excessive rate of public expenditure. Art Schools and Mechanics' Institutes were referred to as indicating progress. And there was also shown a very steady increase in the number of Departmental examinations in the seven years, 1879-85, there having been in the first indicated 2,539 and in the last 4,541. The report contained a novel feature, indicating a valuable departure from the commonly accepted school routine. The Minister had, in the year preceding, suggested to rural school trustees the desirableness of setting aside a day early in the month of May for the purpose of planting trees and beautifying the school grounds. The appeal met with an enthusiastic response and an almost magic transformation of school grounds was reported by the Inspectors as having been accomplished, even in the first stages of the movement. Thirty thousand trees were planted in the various school yards throughout the Province in 1885, and 253 flower beds laid down, the County of Durham having the honour of leading with 200. This was the birthday of Arbor Day.

The subject of religious teaching was touched on in the Report, and certain recommendations of the Provincial Teachers' Association acted on by the Minister. He caused a selection of passages suitable for use in schools to be made by certain ecclesiastics, and ministers of the various denominational bodies. The compilation was distributed to High and Public Schools. The Report stated very clearly that religious instruction is an "essential factor of our System of Education and that both pupils and teachers have daily presented to them as a standard by which their conduct is to be regulated by the sublime ethics of the Bible." The statistical details of the Department were given in a full and lucid manner. [Sessional Papers, 1886, No. 5.]

A return of the Minutes of the Senate of the University of Toronto from the last return down to 1880 was brought down. [Sessional Papers, No. 54.]

The Western University having passed a Statute establishing a Faculty of Law it was disallowed by an Order-in-Council. Papers connected with the incident were brought down to the Legislature. [Sessional Papers, No. 86.] Also papers referring to the Ontario Readers: payments, costs, etc. [Sessional Papers, No. 86.]

The Annual Report of Toronto University for 1884-5 was presented to the Legislature [Sessional Papers, No. 5] and certain other noteworthy returns. [See Index, Journals of the Legislature, 1886.] Also formal Returns relating to University College and Upper Canada College.

1887.

The Session of the Provincial Legislature in the year 1887, the first of the Sixth Legislature of the Province, commenced on the 10th of February in that year. The Lieutenant-Governor in his Speech noted that for several years there had been discussion as to the best means of promoting the higher education of the people, particularly in the Department occupied by the Universities of the Province; and that it was gratifying to observe that, notwithstanding difference of opinion as to the methods of attaining the desired end, there was no such difference as to the duty of placing within the reach of every citizen wishing to avail himself of its facilities, a course of University education equal to that furnished by the best Universities of Europe. A Bill framed with that end and aim in view was foreshadowed,—as was also one to provide Scientific Instruction in the High and Public Schools of the Province as to the nature of alcohol and its effects upon the human system. The promised Higher Educational Legislation appeared in the form of an enactment intitled “An Act respecting the Federation of the University of Toronto and University College with other Universities and Colleges.” It was wide in its scope and drawn with careful attention to the various differences of opinion referred to in the speech summarized above. Nevertheless the discussion on it was long drawn out and reflected much differences of opinion. [50 Vict., Chap. 48.]

The foreshadowed legislation as to the effects of narcotics and alcohol on the human system made its appearance in a Bill styled an Act respecting the Education Department. This provided for making regulations both for the study of Agriculture, the above-named subjects, and also for the establishment of Kindergartens. [50 Vict., Chap. 38.]

An Act to Amend the Act respecting the Public Schools made several changes and improvements in the administrative machinery; [50 Vict., Chap. 39.]

An Act to amend the High School Act of 1885 was introduced by the Minister of Education. This added various sub-sections to existing provisions of an elucidatory and improving character, but not affecting the general principle involved. [50 Vict., Chap. 40.]

An Act respecting Upper Canada College completely re-organized the constitution of the Institution. The title "Royal Grammar School," an educational foundation of the early days, which had been practically superseded, was dropped from this Act, the suggestive title appearing for the last time. [50 Vict., Chap. 42.]

An Act respecting the Income and Property of the University of Toronto, University College and Upper Canada College, dealt generally, with the assets and funds of the several institutions and their disposal. [50 Vict., Chap. 44.]

The Separate Schools Act of 1886 was added to by Legislation relating to School Debentures. [50 Vict., Chap. 41.]

The Report of the Minister of Education for the year 1886 showed a gratifying increase in the number of pupils over the previous year. While some few items showed a backward or stationary position generally the educational economy of the Province was, upon the whole, progressive. Log school houses were disappearing rapidly and frame and brick increasing in number, the latter from 99 in 1850 to nearly two thousand in 1885.

The Statistical Report, necessarily voluminous, was correspondingly interesting and instructive. The Reports sent by Heads of Schools and Colleges were without exception clearly indicative of an increasing desire for knowledge in the industrial and scientific phases of study. In equal degree the reports from Educational Associations and Societies were encouraging.* [Sessional Papers, 1887, No. 7.]

The Report upon the Ontario Institution for the Education of the Blind, Brantford, for the year 1886, was also returned [Sessional Papers, 1887, Part III, No. 10] and that from the Institution for the Education of the Deaf and Dumb, Belleville, [Sessional Papers, 1887, Part I, No. 4.] Both indicated that the utmost was being done to advance the welfare of the afflicted beings affected.

The Financial Transaction on account of Upper Canada College, for the fiscal years 1885-86, were reported to the Legislature. [Sessional Papers, 1887, Part VI, No. 55.]

*[NOTE: It is to be regretted that the debates on these subjects as recorded in the reports of the journals of this period are not, in their entirety, to be obtained, owing to the fire which occurred in the Legislative Library. These reports, although not authoritative, would have been useful as a reference.]

1888.

The Second Session of the Sixth Provincial Legislature was opened on the 25th of January, 1888, by the newly appointed Lieutenant-Governor, Sir Alexander Campbell, who in his Speech expressed the hope that his long experience in Canadian public life would give him some special advantages for rendering useful service to the Province. He expressed regret that he had not been able to call into force the University Act of the previous Session, but added that an efficient Medical Faculty had been added to the Provincial University, and that a Faculty of Law was in process of establishment. The removal of Upper Canada College to a site without the City was also announced.

The Legislation on the subject of Education during the Session was not of a very extended character, the most important being the passage of an Act to enable Trustees of High Schools or Collegiate Institutes to expropriate land for High School purposes. The title of the Bill fully explained its purpose, and it was framed in such a manner that it carefully protected private interests while fully providing for those of the Public Educational Administration. [51 Vict., Chap. 37.]

A slight amendment was also made to the Industrial School Act. [51 Vict., Chap. 39.]

A Bill to amend the Act respecting the Income and Property of the University of Toronto, University College and Upper Canada College, amending the provisions of the existing law as to certain matters of detail was also passed. [51 Vict., Chap. 38.]

Orders-in-Council with reference to the publication of Text Books were ordered to be printed. [Sessional Papers, 1888, No. 24.]

A report on the French Schools in Prescott and Russell was brought down and ordered to be printed. [Sessional Papers, 1888, Nos. 26 and 75.]

The Reports of the Blind Asylum, Brantford, for 1887, was presented and ordered to be printed. [Sessional Papers, 1888, No. 6.]

And also of the Deaf and Dumb Institute, Belleville. [Sessional Papers, 1888, No. 8.]

The Bursar's Statement of the affairs of Upper Canada College for the fiscal year 1887 was printed for public use. [Sessional Papers, No. 50], and of University of Toronto. [No. 68.]

The Act incorporating Trinity Medical School was slightly amended. [51 Vict., Chap. 91.]

The Annual Report of the Minister of Education for the year 1887 with the Statistics of 1886 was a voluminous document as it included a very instructive report from the Canadian In-

stitute, covering its proceedings in 1886-87. This section of the Minister's Report was of a very valuable character. The establishment of four new Sections in addition to the Biological was recorded, (1) Photographic, (2) Architectural, (3) Philological, (4) Geological and Mining. The work of the Archæological section was given in a very lucid manner and cast much new light on Aboriginal relics, totems, pottery, stone pipes, metal work, etc. The portion relating to Indian Ossuaries contained much matter which was new to the seekers after knowledge of the present, and cast new light on the methods followed by Indians in their disposal of their dead. The Minister's Report covered the entire field of Departmental administration and was generally satisfactory though it contained the statement that the school population, the numbers being obtained through the assessors, indicated a strange fluctuation for which no satisfactory explanation could be found. There was, however, an improvement in attendance, though the compulsory law was evidently not adequately enforced, while the necessity for such a course was decidedly on the increase. [Sessional Papers, 1888, No. 7.]

The Report of the School of Practical Science appears (in part) as a division of the Report of the Minister of Education.

1889.

Although the Lieutenant-Governor's speech, on opening the Legislature, did not foreshadow anything of particular importance in Educational matters the subject received some attention, the most important being in the form of an Act to amend the Public Schools Act. It regulated various points in connection with Union Schools and their organization. [52 Vict., Chap. 51.]

Certain amendments were made to the Act respecting the Federation of Toronto University, University College with other Universities and Colleges, and a new clause, governing the term of office of members of the Senate added. [52 Vict., Chap. 52.]

The question of the French Language in Public Schools was discussed and a motion, by Mr. Craig, proposing to affect the position was substantially defeated in the Chamber. [Journals of the Legislative Assembly, 1889, p. 126.]

The Report of the Minister of Education upon Technical Education contained a detailed statement on the working of the various institutions. [Sessional Papers, 1889, No. 22.]

A Return showing a list of all compulsory Text Books used in the High, Public and Separate Schools was brought down to the House. [Sessional Papers, No. 58.]

The Report of the Minister of Education for the year 1888 indicated general and satisfactory progress, alike in the number of children of School age and School population, but an inadequate increase in the total number of registered pupils. The average attendance of rural pupils was 46 per cent. of the registered attendance. The complaint, that the officials did not exercise their powers of compelling attendance was repeated, in connection with the fact, that 87,444 absentees were recorded. Teachers' Institutes and their work were found to be increasing in influence and public benefit. In numbers the Institutes were reported to have grown from 42 in 1877 to 66 in 1887, and the membership from 1,881 to 6,718. Twenty-three new Mechanics' Institutes were reported as having been opened in the year 1886, the total being 167, with 18,176 members, and property valued at \$403,573. The educational benefits conferred on the community by these Institutes was effectively shown by the Minister in his summarized statement, and in like manner the Art Schools were described in equally bright colours.

The Statistical Section of the Minister's Report deals minutely with all the details of the scholastic economy and administration.

1890.

The Session of 1890 witnessed much activity in the arena of Educational Legislation, and first in importance was a Bill introduced by the Minister of Education to Amend the Public and Separate Schools Act. This was a plain measure on the face of it and was designed to set at rest certain doubtful points and to solidify the law as to Separate Schools. It, however, opened the floodgates of needless oratory and sectarian bitterness which were displayed for several days before the measure was passed. The fundamental object of the Bill was to remove doubts as to the status of Public and Separate School supporters and finally passed by a party majority vote of 54 Yeas to 31 Nays. The debate was somewhat confused by the interjection of side issues. Another Bill practically with the same objective but by a different course was introduced by the leader of the Opposition [Mr. Meredith] who, at the same time, introduced a Bill to compel the use of the ballot in both Public and Separate School elections. A very daring measure was concurrently proposed by Mr. Creighton, which would have deprived Religious Orders the rights granted them under the Constitution and subjected them to the same tests and examinations as Public School Teachers. Another controversial Bill was one which would have deprived Roman Catholics of the right of representation on the High School Boards [Mr.

French]. But all the educational Bills, save the one sponsored by the Minister of Education, were negatived by effective divisions and that, after much acrimonious discussion, was passed into Provincial law. [53 Vict., Chap. 71.]

A Bill bearing upon the Language of Instruction in Public and Separate Schools was introduced by Mr. Craig, but the motion for its second reading was rejected. The Minister of Education pointed out that Regulations as to the use of the French and German languages were already in force. [Journals: Legislative Assembly 1890, p. 181, gives the text of the same as recited by the Minister of Education.]

A Bill amending the High School Act in reference to a matter of detail as to By-laws setting apart portions of counties for High School purposes was also passed. [53 Vict., Chap. 73.]

The Regulations, and Correspondence, relating to French and German Schools in the Province of Ontario were reported to the Legislature in full and printed. [Sessional Papers, 1890, No. 7.]

Another return containing extracts and statements respecting bi-lingual teaching in Great Britain, the United States and Canada was presented and later published. [Sessional Papers, 1890, No. 36. See also No. 84, and No. 2.]

Returns were made to the Assembly of papers, etc., relating to school books. [Sessional Papers, No. 40 and No. 1.]

A Return showing the record of a Case submitted for the opinion of Judges in Chancery as to the true construction of certain provisions of the Public School Act relating to Separate School Supporters, with the answers given by the Judges to the questions submitted to them was brought down. [Sessional Papers, 1890, No. 43.]

A Return indicating the number and designation of School Boards which have adopted the use of the ballot at annual school elections was presented and printed. [Sessional Papers, No. 52.]

A very serious amendment to a motion of the Provincial Treasurer that the Assembly form a Committee of Supply was moved by Mr. W. R. Meredith which, in effect, would have placed the Provincial Legislature in the position of interpreting the British North America Act by declaring that the rights guaranteed by the British North America Act to Separate or Dissident School supporters are civil rights appertaining to them as citizens, etc. The resolution, further, was framed as an assertion of the rights of the Provincial Department of Education to control such Separate Schools apart from the ecclesiastical directorate thereof. The proposition was defeated by a vote of 31 Yeas to 49 Nays. [Journals, Legislative Assembly, 1890, pp. 192-3.]

1 The partial destruction of the University Buildings by fire caused unusual attention to be paid to the institution during the Session. The sum of \$160,000 was voted for the purposes of reconstruction and a Bill, based on this action passed. [Journals, Legislative Assembly, pp. 31, 39, 41, 101, 115 and 199.—53 Vict., Chap. 73.]

A Return showing the total attendance of students, matriculated and non-matriculated, from 1860 to 1890, etc., was ordered, presented and printed. [Sessional Papers, No. 57.] Also specifying the amount of Debentures issued on the credit of the Permanent Fund. [Sessional Papers, 55.] Also a copy of the Order-in-Council authorizing the erection of the Biological Building. [Sessional Papers, No. 56.]

The statement of the Bursar of Upper Canada College for the year 1888-89 was presented and printed. [Sessional Papers, No. 16.]

The Annual Report of the Minister of Education was of the usual character and, on the whole, the showing was satisfactory. He presented a very instructive review of the Departmental work accomplished under his regime during six years of office. Passing over the first, as one of routine work, he cited several Acts as the outcome of his administration:—To Amend the Act governing the Department; to Consolidate the Public Schools Act; to consolidate the High Schools Act; to Consolidate the Mechanics' Institute Act; to Consolidate the Industrial Schools Act; to Amend the Upper Canada College Act and the University College Act, and to provide for the Federation of the University of Toronto and other universities. The aims, objects and beneficial results of each of these measures were briefly but clearly explained by the Minister in successive order. The details of Departmental administration and Internal Economy were also clearly dealt with and also the graded expansion of the school system, in all its branches, and lastly, one of the most creditable and distinguished items of the governmental measures, Arbor Day, was described as a great success and at the same time one of the most interesting and profitable holidays of the year. In the year 1888 25,714 trees were planted, and the Minister expressed the opinion that in a very few years every rural school in the Province would "have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification."

The Appendixes of the Report were of the usual character and covered with minuteness every statistical detail of Departmental administration. Especially valuable was the Annual

Report of the Canadian Institute (1889) in its Archæological section. [Sessional Papers, vol. xxii., 1890, No. 6.]

The index to the Journals of the Legislature for the year contain a number of references which are worth noting.

1891.

A newly elected Legislature met in February, 1891, and the Lieutenant-Governor [Sir Alexander Campbell], announced that certain amendments to the Education Laws, framed in the light of the five years' experience which had elapsed since the last revision, would be presented for the consideration of the Assembly. Accordingly a Bill intituled *An Act Consolidating and Revising the Public Schools Acts*, was introduced by the Minister of Education. The second reading was preceded by the passage of certain Resolutions as to the financial issues involved, and certain repayments to School Inspectors. The Bill was not provocative of contention, on the contrary met the general approval of the Assembly. Three proposed amendments of a minor character were defeated. It completely reorganized the machinery previously in vogue, and also embodied several useful additions. A Commercial Department in Collegiate Institutes was established with a "Specialist" as Director, ranking with the specialists already in office, in Languages, Classics and the Sciences. Changes were made in connection with School Inspection, especially with reference to the financial phases. The Bill was generally accepted as a beneficial measure. [54 Vict., 1891, Chap. 55.]

Another Bill, related in some respects to the measure described above was introduced, intituled *An Act Consolidating and Revising the laws respecting the Education Department*, which the changes in procedure and rapidly developing educational necessities called for. A proposal, which appeared at intervals, to abolish the office of Minister of Education, was defeated by a vote of 35 Yeas to 53 Nays. An amendment moved by Mr. W. R. Meredith similar in effect to that of the previous Session, referred to above, which proposed to interfere with the status of Separate Schools as defined in the British North America Act was defeated. An amendment to the amendment of Mr. Meredith was carried on a division by a vote of 52 Yeas to 31 Nays, and the Bill passed. [54 Vict., Chap. 54.]

A Bill, which became *An Act Consolidating and Revising the High School Act*, was introduced by the Minister, the purpose of which was made sufficiently clear by the title. It was also passed, after a proposed amendment, bearing on the powers of High School Boards with reference to the admission of non-

resident pupils, had been defeated "on division." [54 Vict., Chap. 57.]

A Bill respecting Truancy and Compulsory School Attendance dealt effectively with the subjects named and especially with the hitherto lax enforcement of the compulsory law. [54 Vict., Chap. 56.]

A Report on the subject of Compulsory Education in Canada, Great Britain, Germany and the United States was presented. [Sessional Papers, 1891, No. 33.]

Also a Minute of the Department of Education containing Rules with respect to Salaries of Teachers in Normal and Model Schools. [Sessional Papers, No. 47.]

The Minister of Education presented his Report which covered the year 1889 with accompanying statistics. It showed an increase in the school population from 494,804 in 1877 to 616,028, and in pupils under five years from 1,430 to 2,200; from five to twenty-one from 488,553 to 498,202, and registered pupils, over twenty-one, decreased from 877 in 1877 to 413 in 1889. The total number of registered pupils, male and female, increased from 490,860 in 1877 to 500,815 in 1889. The report on attendance was generally satisfactory. The total number of pupils attending the several Public School classes in 1889 (not in Colleges) was 528,827, at a cost of \$5,145,370, a fact which the Minister noted as indicative of the educational prosperity of the Province. Professional Training of Teachers; the working of Normal and Model Schools; Training Institutes, Examinations for Certificates and Teachers' Institutes were all noticed favourably, and the report indicated general and steady progress. And in like manner Technical Education, Mechanics' Institutes, Free Libraries, Art Schools and Scientific Societies were also reported on in an equally favourable manner. The gratifying results of the institution of Arbor Day were reported on in the same words, as quoted in the note above, on the year 1890. But as some 127,000 trees had been planted since 1885 it was not surprising that the 1888 record showed a decrease of more than 2,000 as compared with the previous years. The Statistical Appendixes for the year's report were of the usual exhaustive character, alike minute and indicative of good order and discipline. The section of the Report descriptive of the proceedings of Scientific Institutions for the current term was in itself of general educational value, especially that from the Canadian Institute. [Sessional Papers, No. 4.]

1892.

One Bill, dealing with Educational Administration, was introduced, and passed into law, during the Session of the Legislature in 1892, intituled An Act to amend and explain certain

portions of the School Laws. It was corrective in purpose and adjusted certain matters of administration, but did not affect any principle laid down in previous Acts, bearing on Public School law. [55 Vict., Chap. 60.]

Copies of Orders-in-Council governing Resignations of Professors of the University of Toronto were returned to the House. [Sessional Papers, Nos. 46, 47.]

Also Orders approving By-laws of the Toronto Industrial School Association. [Sessional Papers, No. 48], and respecting the formation of a retirement for teachers and officers of Upper Canada College. [Sessional Papers, No. 57.] Several other Orders bearing on local or unimportant matters were either not returned or not printed. [See Journals of the Legislative Assembly.]

A Bill to Amend the Act respecting the Federation of University of Toronto and University College, and other Universities and Colleges, dealing with certain matters of detail and also concerning the interest to be paid out of the income fund of the University on all moneys actually paid in to the Crown for the purpose of endowment was also passed. [55 Vict., Chap. 61.]

Also an Act amending the law respecting the Income and Property of the University of Toronto, University College and Upper Canada College, bearing on the issue of debentures by authority of the Lieutenant-Governor-in-Council. [55 Vict., Chap. 62.]

Also an Act empowering the University of Toronto to deal with certain Upper Canada College lands, an important measure rearranging old endowments and the former site of the College. [55 Vict., Chap. 63.]

Returns relating to University of Toronto affairs were made to the Legislature as follows Bursars' Statement: [Sessional Papers, 1892, No. 31; Finance Report, No. 13:] On Retirement of Professors and Officers [Nos. 46-7:] On Medical Students' Education [Nos. 68 and 92:] On University Extension [No. 58:] Returns relating to Upper Canada College were also made as follows Bursars' Statement: [Sessional Papers, No. 1], Retirement Fund [No. 57], On College Site [Nos. 59, 76 and 93.]

A motion in the Legislature condemning the expenditure on the College Buildings, and site, was defeated on a party division. [Journals (1892), pp. 126-7.]

The General Report of the Minister of Education for the year 1891 with statistics for the previous year indicated steady and solid progress, and also that the female element was gradually dominating the teaching force amounting to 67 per cent. of those employed. The cost per pupil showed but a slight ad-

vance in fourteen years notwithstanding the large expenditure for sites and buildings.

The statistical section of the Report was of the customary closely detailed character. [Sessional Papers, No. 11.]

1893.

The Legislature of Ontario met, in the year indicated, under the Hon. G. A. Kirkpatrick, a newly appointed Lieutenant-Governor in succession to the veteran Sir Alexander Campbell, one of the "Fathers of Confederation." The Session was noteworthy as it was the first held in the newly constructed Legislative Building in the Queen's Park, Toronto, and historically of special interest as it was in the Centennial year of the establishment of Representative Government in Canada.

The fact that only one Bill of an educational character was passed during the Session intitled, An Act to Amend the High School Act, 1891, and this not of an academic character, indicated that the scholastic machinery was becoming defined and sufficiently solidified as to need little further revision. The Bill referred to regulated the financial features of the school administration, especially as to the maintenance of county pupils by a municipality outside the High School District. Certain matters of detail were also dealt with. [56 Vict., Chap. 52.]

In the course of the discussion on the Estimates and in the Committee of Supply a motion was made to abolish the office of Director of Teachers' Institutes by not voting money for his salary, \$1,850, but this was defeated by a vote of 29 Yeas to 48 Nays.

A similar fate befell a motion to reduce the salary of Lecturers on Methods in the Ontario School of Pedagogy by \$2,000, leaving only \$500, on the same division.

An important Return, giving the names of the authors of the Text books used in the Public Schools; the publishers of the same and the prices, etc., thereof was presented and printed. [Sessional Papers, No. 55.]

Orders were made for the Return of Orders-in-Council on School matters, but the documents were not deemed of sufficient importance to justify their being printed. [See Index, Journal of the Legislative Assembly under "Education."]

There were two exceptions; a Return showing the number of County Pupils attending the High Schools or Collegiate Institutes in towns separated from counties, with details and particulars, [Sessional Papers, No. 52], and an Order giving names of persons appointed or dismissed from positions in the Toronto Normal and Model Schools and School of Pedagogy in five years

with correspondence and particulars. [Sessional Papers, No. 54.]

An important Report of the Standing Committee of the Faculty of Medicine, University of Toronto, on the subject of reorganization was returned to the Legislature. [Sessional Papers, No. 1.]

Also of the Standing Committee on Finance, [Sessional Papers, No. 21], and the General Report of the University for 1891-92, including the Reports of the University and College Councils and Bursars' Statement for 1892. [Sessional Papers, No. 70.]

The Report of the Minister of Education for the year 1892 with the statistics of 1891 was of the conventional kind, but indicative of progress and generally satisfactory results. A feature of the educational economy already noted in previous reports was the fact that the teaching profession was not apparently attractive to males. In the Report for the year 1892 it was stated that the preponderance of female teachers was 67 per cent. In the Report now referred to the number was 68 per cent. of the entire number employed. But a satisfactory sign was that the number of Superior Certificates was increasing, second class having advanced from 1,304 in 1887 to 2,999 in 1891, while inferior certificates had declined. Teachers going through the Normal Schools increased 1,814 in fifteen years. The stereotyped reference to Arbor Day, the Minister's own design, indicated that 15,697 trees were planted, making a total of 186,026, since the first year's experiment in 1885. The Minister's yearly anticipation that "in a very few years every rural school in the Province will have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification" was being justified. The new feature of the report [B] giving the Proceedings of the Department for the year 1892 was a valuable addition. The Reports of the various Institutes of Art and Science in the volume were very encouraging. [Sessional Papers, No. 4.]

1894.

Although the Lieutenant-Governor, on opening the Legislature, February 14th, 1894, made a passing reference to a Bill relating to the management of Upper Canada College, a Bill to Amend the Separate Schools Act was the leading measure of the Session though introduced by a private member. It dealt with the oft-discussed question of ballot voting, empowered its adoption or discontinuance and regulated the procedure. It was the cause of prolonged discussion, and was read a second time, on a division, and referred to a Select Committee which

injected several amendments. Others were made in the Committee of the whole. [57 Vict., Chap. 59.] See also Journals of Legislative Assembly.

A declaratory Bill to Amend the High School Act was also passed, on the initiative of Mr. Godwin, dealing with the position of High Schools and their financial arrangements, changes in Districts, etc. The Minister of Education gave a general acquiescence to the measure but expressed the opinion that what was designed by the mover was already provided for by law. [57 Vict., Chap. 58.]

A motion was made in the Legislature, by Mr. Meredith, asserting the principle that the election of Public and Separate School Trustees in cities, towns and incorporated villages and townships, in which Township Boards are established, should be by ballot. The motion was lost on a division of 51 Nays to 33 Yeas, and also the periodic motion to abolish the Ministry of Education by a division of 46 Nays to 27 Yeas. [Journals Legislative Assembly, pp. 113-148-9.]

An instructive Report of Commissioners on Schools in Prescott and Russell, in which the French Language is taught, was presented to the Legislature. [Sessional Papers, No. 4.]

The Report of the Minister of Education for the year 1893 and his statistical returns for 1892 presented some new features and commenced with a comparison with the principal States in the Republic. Ontario's percentage of pupils enrolled in Public Schools out of the entire population was 24.95. Eight of the principal States all showed a lower percentage with the exception of Iowa—25.80. The Minister presented a "Ten Years Retrospect" of the Legislation directed by the Department (p. xl.) reflecting a vast field of labour. This section of the Report called for study. The value of the Educational exhibit made by the Department at the so styled, "World's Fair," Chicago, was duly dwelt on and its merits were demonstrated by the eulogies and awards heaped upon it. The machinery of the Ontario School System seemed from the Report to be working perfectly, and the results to be satisfactory and the Inspectors' reports indicative of progress. [Sessional Papers, No. 3.]

1895.

The first Session of the Eighth Legislature of Ontario opened with the presentation by the Lieutenant-Governor of a very extensive programme, but no especial reference was made to Education or the scholastic machinery of the Province. Certain Bills were introduced by private members proposing to amend the Public Schools Act and the High School Acts, but they were not permitted to pass beyond their initial stages. The Minister

of Education, however, introduced a Bill to amend the School Laws, which made some changes in details of the High and Public Schools Acts of 1891. [57 Vict., Chap. 57.]

An important and valuable measure to amend the Industrial Schools Act, in order to provide for the introduction of industrial training and domestic arts into the Public Schools was also passed. It authorized civic corporations to issue and guarantee debentures for Industrial School purposes, and regulated the financial and general administration. [57 Vict., Chap. 59.]

An attempt was made to abolish the School of Pedagogy by rejecting the proposed vote of money for its maintenance, but this was frustrated by a vote of 34 Yeas to 53 Nays. [Journals Legislative Assembly, pp. 134-5.]

A Bill to Empower the University of Toronto to deal with certain Upper Canada College claims was brought in by the Minister of Education. It related to the transfer of the historic "Blocks," so prominent in the history of early education in Upper Canada. [58 Vict., Chap. 58.]

A motion on the distribution of the appropriation of expenditure for educational purposes, was made by the Opposition leader, Mr. Whitney, on party lines, and as a vote of censure was defeated by a division of 48 Nays to 35 Yeas. [Journals, Legislative Assembly, p. 148.]

Returns bearing on the publication of Text Books, [Sessional Papers, No. 57], and relating to Poor Schools, [Sessional Papers, No. 66], were presented to the Chamber.

The Annual Report of the Minister of Education for 1894, with its statistics of the previous year, was of an encouraging character, the number of Public Schools (5,641) having increased by 64 over the previous year, Separate Schools (Protestant) (361) decreased by one, and Roman Catholic (313), increased by one. Kindergartens, established in 1882, had grown to 85 in number with 200 teachers and 8,767 pupils under six years of age. The school population had grown to 592,503. Night schools were reported as numbering 28 with 65 teachers and 2,462 pupils and a highly edifying feature of the report was found in the announcement that Hygiene was growing in popular favour as a subject of study as indicated by the remarkable expansion in the number of pupils from 33,900 in 1882 to 178,208 in 1893, or 425 per cent. The subject of High Schools and their importance, was fortified by the Minister with the opinion of British and Foreign experts. The Report was, on the whole, one of the most promising Mr. Ross had ever made. A new University Curriculum was announced and the value of the document greatly increased by an appendix, "Primitive Man in Ontario," by Mr. David Boyle, a useful contribution to the Public Instructor's "tool chest."

The supplementary Reports on the Art Schools, School of Practical Science, Literary and Scientific Associations, etc., were all satisfactory, indicative of progress and interesting in the matter contained therein. [Sessional Papers, 1895, No. 4.]

1896.

The Speech of the Lieutenant-Governor on the occasion of his opening the Legislature in 1896, foreshadowed the introduction of Bills for Revising and Consolidating the Acts respecting Public and High Schools, the Education Department and the University of Toronto. Revision of the Agriculture and Arts Act was also promised. The Session was especially notable as it witnessed the end of the long and able provincial governmental leadership of Sir Oliver Mowat, a veteran and wise statesman and one of the "Fathers of Confederation." He was followed in the premiership by a talented understudy, Mr. A. S. Hardy, who followed the path his predecessor had beaten, as long as his health permitted, which was unfortunately not long. The Minister of Education introduced the Revision Bill and intitled An Act Consolidating and Revising the Public Schools Act, as referred to in the Speech from the Throne, shortly after the meeting of the Assembly. He explained that the principle had been laid down that no change of important character should be made, except at five-year intervals. Since 1891, the year of the last revision, conditions had so changed that it was found necessary to establish an Educational Council to meet and attend to the large number of persons coming for Departmental Examinations in the matter of preparing papers, etc. There had been at the last roll 8,883 examined for Departmental examinations, besides 17,023 at the entrance examination, and about 5,000 for the Public Schools, and 3,000 more at the School of Pedagogy, Normal and the County Model Schools. Seven hundred and forty thousand examination papers had to be printed. The subject of examiners was of primary importance and it was determined to establish an Examining Council. The general amendments to the Laws governing the Educational machinery were very extensive and varied and to be found embodied in the Acts. [59 Vict., Chap. 69; Chap. 70; Chap. 71.]

Some revision was also made to Certain Matters in the Separate School Act of a minor nature. [59 Vict., Chap. 72.]

The Annual Report of the Minister of Education for the year 1895 and Statistical Returns for 1894 was of the usual character, but gave especial attention to the Sanitation of the Schools, which, in many respects, was declared to be unsatisfactory, and in some very essential matters seriously defective. Progress was reported in school population and attendance. A

pleasing and gratifying feature of the report was the good exhibit made by the Kindergartens, the attendance having grown to 9,340 children under six. Technical Education, Mechanics' Institutes, Art Schools and Scientific Societies were also favourably reported on.

The Archæological Report, by Mr. David Boyle, contained much valuable and instructive matter, especially some notes by David Pietersy De Vries (1665), on the Indians of Fort Orange and Fort Amsterdam; a revolting story of Dutch cruelty and the massacre of these poor creatures is contained therein. [Sessional Papers, 1896, No. 2.]

Returns were made to the Assembly of the Report of a Commission of Enquiry into the management of the Separate Schools. [Sessional Papers, No. 1.] Various [No. 50-64.] On Readers and Text Books [Nos. 71, 72 and 73.]

1897.

The year followed so closely on the sexennial revision of the school laws that there was but little legislation on the subject, and this was contained in a Bill respecting Technical Schools. It empowered a High School Board to establish a Technical School, by resolution, and change a High School into a Technical School, with the ratification of the Municipalities concerned, and also of the County Council where that body had to contribute to the maintenance of the Institution. [60 Vict., Chap. 58.]

Regulations respecting the Government and Administration of Public and High Schools were presented to the Legislature. [Sessional Papers, No. 46.]

Also a Return indicating the number of primary pupils, etc., at each High School and Collegiate Institute. [Sessional Papers, No. 60.]

Also Order-in-Council appointing certain members of the Educational Council, and minutes of meetings. [Sessional Papers, Nos. 47-58. Not printed.]

Motions to reduce the expenses of Public and Separate Schools and Collegiate Institutes were defeated on division by a vote, as concerned the latter item, of 54 Nays to 33 Yeas. [Journals, Legislative Assembly, 149-150.]

The Annual Report of the Minister of Education for 1896, opens with a summary of statistics. It showed an increase of 2,453 pupils in the Public Schools and a general advancement. A novel feature of the document was a Special Report on the Moral Standing of Pupils and Teachers, the Minister stating that this was necessary as, "while intellectual power and acumen contribute to the production of the highest citizenship it is beyond question that the forces which lie at the foundation

of the best and strongest character are moral and religious." The replies to a series of questions indicated that the morals of teachers and school boys and girls were neither above or below the average.

The division of the Report dealing with Technical Education, Public Libraries, Art Schools and Scientific Societies was of peculiar interest and indicated increasing interest on the part of the people in matters of higher education and a voluntary recourse to it. An illuminating division of the Report, as showing the thoroughness of the scheme of education evolved in the years of experiment, was that relating to the Educational standing of the prisoners in the County Jails of Ontario. The Reports of Inspectors, however, in many cases afforded food for reflection and study, especially their references to morals, [the "manners" of William of Wykeham], and his period.

A most interesting contribution to the Archæological records of Canada is found in an article by Mr. A. H. Hunter on the Bibliography of Ontario and printed in the Annual Archæological Report. [Sessional Papers, No. 1.]

An Act was passed setting apart certain Lands forming part of the Property of the University of Toronto for the use of the University and for other purposes. This adjusted certain claims of the University, arising from the appropriation of lands in 1826 to King's College; and alleged to have been never ratified. [60 Vict., Chap 60.]

Some amendments of an important nature to the Education Department Act (1896) were made in the general Statutory Revision Act. [60 Vict., Chap. 14.]

The Municipal Amendment Act empowered the Toronto City Council to grant water to the University and Upper Canada College free, or otherwise. [60 Vict., Chap. 45, Clause 55.]

The opening of the Fourth Session of the Eighth Legislature was noteworthy as it coincided with the departure of Sir George Airey Kirkpatrick from the Lieutenant-Governorship of the Province and the return to the Provincial arena of the veteran statesman who had for so many years headed the Government, Sir Oliver Mowat. He now occupied the office of Lieutenant-Governor, and in his first speech was able to indulge in the happy boast that during his long Premiership he always had the friendship and good will of members politically opposed to him and that during all his long Premiership he had the personal enmity of none.

1898.

The Educational machinery of the Province was affected this year, in the course of the Session, by a short Act to amend the High Schools Act, a measure providing for the union of por-

tions of municipalities for High School purposes. [61 Vict., Chap. 34.]

An Act was also passed dealing with the Representation of Graduates of Victoria College on the Senate of the University of Toronto. [61 Vict., Chap. 35.] And another extended the franchise of graduates of Victoria College and specified which of them could vote at elections of the University Vice Chancellor, Board of Regents and Senate. [61 Vict., Chap. 77.]

A motion to reduce the estimate for the salary of Director of Teachers' Institutes and Departmental Examinations by some \$37,000 (Mr. Preston), was defeated by a vote of 60 Nays to 24 Yeas, and another, by Mr. Whitney, as to the remodelling the sphere of Public Schools was declared lost on a division. [Journals, Legislative Assembly, pp. 147, 179.]

Reports for the previous year on Examinations were printed. [Sessional Papers, 1898, No. 1], and of the Commission appointed to enquire into the price of School Books. [Sessional Papers, No. 64.]

The Annual Report of the Minister of Education for the year 1897 with the statistics of the previous year, was of the usual character, indicative of satisfactory progress, though in many details the exhibit showed an unusual decrease of pupils in the Public Schools, High Schools, School population, Pupils in High Schools, etc. But, on the whole, the general exhibit was as satisfactory as usual. The Minister again refers to Arbor Day and especially notes the fact that in fourteen years 254,122 trees had been planted in the various School grounds. The importance of this silent work, of which the results will endure for many a long year for the benefit of those yet unborn, was too self-evident to need enlarging. The several Statistical Appendixes were alike instructive and exhaustive.

Of especial value, viewed from the historical standpoint, was the Archæological Report of Mr. David Boyle. The reports from the several Art Schools, and Scientific Institutions afforded increased proof of the progressive tendencies of the public in respect to the lines of study indicated.

The Report of a specially appointed Commission to investigate the prices of school books, royalties, etc., gave a very impartial summary of the position created by disputes concerning School Books and the best manner of dealing with the subject.

A second collection of Bibliography of the Archæology of Ontario by Dr. A. F. Hunter, which concludes the Report, is instructive. [Sessional Papers, 1898, No. 1.]

1899.

Legislation affecting Educational Administration in the Province of Ontario during the Session in the year 1899 was limit-

ed in volume, scope and importance. A new Legislature came into existence, but the political atmosphere was very murky and from various causes an air of uncertainty prevailed in the public arena. The Minister of Education introduced an Act to improve the laws respecting Public Schools, extending the powers of School Boards in certain matters of administration; providing greater elasticity in the course of study; the appointments of examiners in unorganized districts, and arranging certain school financial machinery. [62 Vict., Chap. 36.]

A Bill was introduced to amend the Separate Schools Act. It was framed for the purpose of enabling Separate Schools to be established in unsurveyed parts of the Province, not divided into townships, and placing such schools on the same footing as other schools in organized territories. The Bill also corrected a defect in the existing law which prevented the establishment of Separate Schools until a Township Council, or a School Board were appointed. The Bill also entitled Separate Schools to a share in the Legislative Grant. [62 Vict., Chap. 37.]

Some other Bills designed to introduce changes in the School Laws were introduced by private members, but were not permitted to pass beyond the preliminary stages.

An amendment to the Statute Laws Amendment Act qualified newspaper proprietors for membership of School Boards though inserting official advertisements concerning the same. [62 Vict., Chap. 11.]

A Return, giving the names of High School Teachers receiving Special Certificates was presented to the Legislature. [Sessional Papers, No. 66.]

The Annual Report of the Minister of Education for 1898, [Statistics, 1897], followed, in substance and particulars, much the same lines as its predecessors. An increase of twelve in the number of Public Schools, one in the Roman Catholic Separate Schools and a stationary condition in the Protestant Separate Schools was announced in the statistical summary, and increases in the number of Public School pupils of nearly 2,000; of 800 in the Roman Catholic Separate, and a decrease in the Protestant Separate Schools of fifty-four. Attendance at Kindergartens increased 519; the increase in the number of teachers reflected the growing dominance of female teachers, the increase for the year being 122. The entire trend of the scholastic economy was shown to be progressive. One of the most gratifying features of the Report was found in the tables indicating the growth of Teachers' Institutes, Public Libraries, Art Schools, and Literary and Scientific Institutions. The contents of the Museum of the Educational Department, described in the Report, were brought up to date. The sixtieth anniversary of the reign of Queen Victoria having caused the ques-

tion of an "Empire Day" to be mooted, the Report deals with the subject as one of great importance to school children and conveys some valuable suggestions. And dealing with Arbor Day the Minister accentuated the need of larger school grounds as a means of recreation, and encouraging the study of arboriculture, horticulture, etc. Having noted that, since the inception of Arbor Day in 1885, 269,613 trees had been planted, the Minister rebukes School Inspectors for neglecting the sanitation of schools, and several other subjects. He adds, as usual, the Statistical returns to his report. The appendix contains much instructive and interesting matter. The Report of the Archæological Department is, as always, most valuable and interesting. It is more of an ethnological character than archæological, and deals with the Iroquois, Pagans, and Paganism of the Grand River Reserve. A most interesting sketch of Indian music, with specimens by Mr. A. T. Cringan adds to the value of the document. [Sessional Papers, No. 2.]

1900.

Nothing was contained in the speech of the Lieutenant-Governor, Sir Oliver Mowat, indicating any forthcoming Legislation of importance concerning Education. [The Minister in charge of that Department was now the Hon. Richard Harcourt.] A Bill to improve the Public Schools Act, authorized Urban School Boards to expend money up to \$200 annually for the promotion of gymnastics and athletics was introduced. It also extended the retiring allowances to teachers. [63 Vict., Chap. 53.]

An Act to improve the High School Act dealt with bequests for the establishing of scholarships, gratuities to teachers, etc. [63 Vict., Chap. 54.]

An Act to amend the Act respecting the Education Department constituted the Council of Education a Conciliation Committee to advise the Minister, if necessary. [63 Vict., Chap. 52.]

An Act respecting Upper Canada College, which was passed into law, separated the College from the Provincial Educational system, and provided for its reorganization and government by a Board of Governors, six in number, the Chief Justice, the Minister of Education, the Treasurer of the Law Society, the Chancellor of Toronto University, the Treasurer of the Board of Trade, and the President of the Upper Canada College Old Boys' Association, ex-officio. The Bill provided general machinery for the government of this old and distinguished Upper Canada Institution under its changed conditions. [63 Vict., Chap. 55.]

A want of confidence motion to reduce the appropriation for Examiners of the Departmental Examinations and the salary of the Registrar of the Department, was made and defeated by a vote of 44 Nays against 37 Yeas.

The Annual Report of the Minister of Education for the year 1899, [Statistics, 1898,] indicated an increase of thirteen Public Schools with a decreased attendance of 4,440 pupils; an increase of four Separate Schools [R.C.] with an increase of 675 pupils. Attendance at Protestant Separate Schools showed a decrease of fifty-five. The decrease in number of male teachers as compared with females was noted, and showed no slackening. The decrease in the number of pupils in High Schools reached the large number of 1,039. The division of the Report bearing on Technical Education, and its absolute necessity, recorded valuable opinions from experts qualified to speak with authority on the subject. The absolute necessity of Manual Training, especially in view of the absence of the once tremendous and essential Educational power of "apprenticeship" to trades, is fittingly stressed. The Reports on the Arts Schools and Literary and Scientific Institutions are valuable, as indicating the widening influences of these associations upon the expanding intellects of the people.

The Archæological Report is, as usual, full of interesting matter, notably a paper [translated] from the pen of the learned Quebec historian and literateur, Mr. Benjamin Sulte. On "The War of the Iroquois," the translator being Mrs. Mary Holden. Others have also contributed, among them Messrs. A. F. Hunter, E. Connelleys, W. J. Wintemberg, General Clarke, and A. T. Cringan, whose second contribution on the music of the Pagan Iroquois is a most valuable memorial of antique historical art. This appendix to the Report of the Minister by Mr. David Boyle, forms one of the leading features of the publication and its preparation has constituted a public service year by year. [Sessional Papers, No. 12.]

1901.

The Legislature of the Province of Ontario met, in 1901, under gloomy and exceptional circumstances, the death of Queen Victoria having occurred shortly before. The demise of the Crown made the renewal of the members oath of fealty necessary, the Sceptre having passed into the hands of King Edward VII.

Scholastic Legislation was embodied in two Bills. The first was intituled An Act respecting Public Schools and was an extremely voluminous measure which consolidated the various School Acts and dealt in a general way with all the ends and

aims of the Public School system as it stood at the time. [1 Edw. VII., Chap. 39.]

A second Bill, intituled, An Act respecting High Schools and Collegiate Institutes, in like manner, consolidated and readjusted the existing laws. [1 Edw. VII., Chap 40.]

An Act respecting the Education Department was also passed. It consolidated previous legislation and dealt with the Internal Economy of the Department; its jurisdiction and powers; the Educational Council, and the position and powers of the Minister; Regulations and Orders-in-Council, etc. [1 Edw. VII., Chap. 38.]

An Act amending the Industrial Schools Act, provided for the compulsion of parents or other responsible person, having charge of children, to pay municipalities for their maintenance. [1 Edw. VII., Chap. 43.]

A want of confidence motion by Mr. Whitney asserting the existence of evidence of dissatisfaction in the public mind with the working and results of the Provincial Educational System was proposed in the Legislature and defeated, the vote being 44 Nays, against 34 Yeas.

An Act respecting the University of Toronto and University College, reconstituted the organization of the Institution. [1 Edw. VII., Chap. 41.] This Act was a complete readjustment of previous legislation and virtually created a new constitution. It passed as "The University Act, 1901."

An Act respecting Upper Canada College was passed exempting from taxation property held by the College, present and future, and of its officers; also enacting that College property should be exempt from expropriation. [1 Edw. VII., Chap. 42.]

The sale of the old College site was authorized in the Statute Law Amendment Act, [1 Edw. VII., Chap. 12,] and the vesting thereof in the Trustees of the University was dealt with in the University Act referred to above.

The Report of the Minister for the year 1900 [Statistics, 1899,] announced an increase of 67 Public Schools and of seven Separate Schools [Roman Catholic.] A decrease of 7,500 in the number of registered pupils of all ages attending school was recorded. A decrease of 841 High School pupils was noted, but generally the document indicated progress and increase in the various branches of the educational machinery. The Minister's reference to Rural Schools brought into prominence the growing exodus from the country to the cities and its consequent danger to the community. This branch of the Department is dealt with at length by the Minister, as a special subject, for the first time, and the article is highly instructive. The report contained several new features of value, and in his "General Remarks," Mr. Harcourt explored some

hitherto untrodden fields deserving exploration. The Reports from the various Literary and Scientific Institutions were highly instructive and reflected the increasing inclination of the people to a high grade of culture, and of those from the Art Schools the same may be said. The Reports on the three Normal Schools indicated the same inclination.

As usual the Archæological Report (Mr. David Boyle), proved interesting, as an historical record, and that of the highest educational value. Two papers, one by the Very Rev. Dean Harris, on the "Flint Workers," and another by Mr. W. J. Wintenberg, on Indian Village Sites in Oxford and Waterloo Counties formed the bulk of the contributions. Mr. A. H. Hunter contributed a third instalment of his Bibliography of the Archæology of Ontario. [Sessional Papers, No. 12.]

1902.

The successful results following the promotion of Technical Education was referred to by the Lieutenant-Governor in his Speech to the Legislative Assembly on its opening in 1902. Although nothing of importance was foreshadowed several Educational Bills made their appearance during the Session. A Government Bill to amend the Public Schools Act provided for the conveyance of pupils from Rural School Sections to Urban Schools; dealt with the consolidation of School Sections for the purpose of centralization; the election of School Trustees by a general vote. It also authorized Trustees and School Boards to establish Manual Training and Domestic Science classes and dealt with the subject of issuing debentures for repairs or improvements. [2 Edw. VII., Chap. 40.]

An Act to amend the Separate Schools Act, was also introduced by the Minister of Education. It empowered the issue of debentures prescribing the course of procedure, repealing a previous enactment. It also authorized the establishment of Continuation Classes; regulated the amount issued; the grouping of schools; fees for Continuation Classes; qualification of teachers; Legislative and County grants; disposal of useless property. [2 Edw. VII., Chap. 41.]

An Act to amend the High Schools Act provided for the arrangement of finances between towns separate from the county; non-resident and county pupils in cities and towns, additional aid to High Schools by counties; Scholarships for Public and Separate School Pupils; Grants for Athletics, etc., and the maintenance of County Pupils in Unions of Counties. [2 Edw. VII., Chap. 41.]

Another Bill, to amend the High Schools Act, was introduced by the Minister. A special committee reported the Bill as being

embodied in another Bill, bearing the same title containing certain changes. [2 Edw. VII., Chap 42. See Journals, Legislative Assembly, 1902.]

[Bills to amend the Public Schools Act were introduced by private members but were either discharged or the beneficial provisions, if any, embodied in the Bill referred to above.]


The Government, by Order-in-Council, having granted the University of Toronto \$125,000 for the erection of a building for the Medical Faculty and Department of Physiology, the Legislature ratified the action by resolution. [Journals, Legislative Assembly, 1902, p. 197.]

Some interesting questions relating to the subject of School Book publication, and the amount of examinations; the Appeal fees received in 1901, and the subject of unity in the Educational System were put, and answered. [Journals of the Legislative Assembly, 1902, pp. 144, 158, 240.]

An Act respecting the University of Toronto and University College, an amending act, limited the time for bringing actions against the Trustees and enacted fresh conditions as to the assessment of property occupied by the Professors; authorized Trustees to lease property to graduate societies; authorized the Regent of Victoria College to build a residence for women on certain land, and amended the existing law in various minor details. [2 Edw. VII., Chap. 43.]

The Report of the Minister of Education for the year 1900 [Statistics, 1899,] did not indicate any great changes and its contents, in fact, were very similar to those recorded in the report of the previous year. Summarized the results of the years show decreases of \$23,185 in the money spent in Public Schools; of 7,500 in the number of Public School pupils; of 4,400 in the average attendance. Increase of 200 in the number of teachers attending the Normal Schools, and an attendance of teachers at County Model Schools of 1,004; High School pupils numbered 22,460, a decrease of 841. The falling off in the number of male teachers continued, there being 5,957 women returned and 2,612 men. The reports on the Kindergarten showed a steady progress. Separate Schools [R.C.] increased by seven; Protestant remained stationary in number. The Appendixes were of the usual detailed character.

The Archæological Report, as in the previous issues, proved of more than local interest, as it has always embodied matter of a national character. Mr. Hunter's continuation of his review of the Bibliography of the Archæology of Ontario was continued in the pages of the Report. [Sessional Papers, No. 12.]



1903.

The Administrator of the Province, for the time being, the Hon. Chief Justice Charles Moss (in the absence of Sir Oliver Mowat), in the course of his Speech opening the first meeting of the Tenth Legislature of the Province, newly elected, noted the progress made during the year in the development of Technical Education and Manual Training; the increased interest taken in higher education, and the demand for the better training of teachers in the Public and Separate Schools. Legislation with regard to these matters was foreshadowed. The Minister of Education promptly introduced several Bills which became law.

An Act respecting Boards of Education in certain Cities constituted Boards of Educations in cities, succeeding the previous Public and High School Trustees and Board of Management of Technical Schools. [3 Edw. VII., Chap. 31.]

An Act to amend the Public Schools Act made several alterations of a minor character in the former Act; and enacted a new clause as to the vote of electors on by-laws for borrowing money by the issue of debentures for school purposes. [3 Edw. VII., Chap. 32.] Another Bill containing an amendment to the Public School Act was amalgamated with this Act.

An Act to amend the High Schools Act incorporated a fresh clause governing the maintenance of county pupils in city, town and village High Schools, and aid to High Schools by the County. [3 Edw. VII., Chap. 33.] A private member's bill went to the Legal Committee and was amalgamated as a chapter of the Act indicated above.

An Act to amend the Separate Schools Act made some important provisions with reference to arrangements concerning the acquisition of sites, arbitrations, awards, ballot voting, etc. [3 Edw. VII., Chap. 34.]

An Act respecting the property of Public and Separate Schools in the city of Windsor, etc., provided for the adjustment of disputes by the creation of an arbitrational tribunal. [3 Edw. VII., Chap. 35.]

The Consolidated Municipal Act was amended in the direction of exempting University Professors from serving in Municipal offices; granting aid to Universities and assessing them for local improvements. [3 Edw. VII., Chap. 19.]

An Act respecting the City of Toronto validated certain agreements between the city and University respecting local improvements. [3 Edw. VII., Chap. 86.]

An Act was also passed setting apart certain additional wild lands, from townships in the northern district of the Province, for the use of the University of Toronto. [3 Edw. VII., Chap. 36.]

The Consolidated Municipal Act contained clauses providing for the support of certain pupils at Upper Canada College and High Schools, and the endowment of Fellowships. [3 Edw. VII., Chap. 19.]

[Orders were made for returns in several matters in connection with educational subjects but not printed in the Sessional Papers. [See Index to Journals of the Legislative Assembly and Sessional Papers, No. 60.]

The Annual Report of the Minister of Education for 1902 [Statistics, 1901,] showed an increase of eight in the number of Public Schools, and of 17 in the Separate Schools [R.C.] No increase in other Separate Schools; and 118 increase in the Kindergartens. An increase of 251 teachers was reported. The total number of registered pupils amounted to 414,619, a decrease of 5,478; the average attendance showed a decrease of 2,222. The pupils in the Separate Schools [R.C.] increased in number by 1,051, and by 34 in other such schools. Pupils in High Schools showed an increase of 800 in number and their teachers six. The itemized divisions of the Department showed gradual but solid progress, especially so in the matter Technical Education and Manual Training, and quotations from the Report of the Royal Commissioners contain valuable information. The Report exposes the good work being done by the Art Schools and the Literary and Scientific Institutions.

The Annual Report of Mr. David Boyle, for the Archæological Society, is somewhat out of the general type of educational matter but is of exceptional value and contained some very interesting papers by Rev. A. E. Jones, and Mr. A. F. Hunter. Mr. A. T. Cringan, Mus. Bac., continued his instructive examination of Indian Music with typical specimens in the report for the year under notice. [Sessional Papers, No. 12.]

1904.

Although nothing relating to Education was foreshadowed in the Lieutenant-Governor's Speech on opening the Legislature in January, 1904, the subject called for 23 entries in the Journals of the Assembly. Eleven Bills were introduced, of which six became law; four were left with the Legal Committee to be dealt with, and one was discharged. The remaining numbers were made up of questions on various subjects, including cookery and domestic science at Ottawa Normal Schools; the Daughters of the Empire, motions for various returns, mostly either not printed or not brought down.

An Act to amend the High Schools Act authorized High School Trustees to collect from parents and guardians fees for books and provided for the payment by City Councils of 80

per cent. of the average cost of maintenance of City High Schools. [4 Edw. VII., Chap. 31.]

An Act to amend the Act respecting Boards of Education in certain Cities made some minor changes and debarred Separate School representatives from voting on Public School matters. [4 Edw. VII., Chap. 32.]

An Act to amend the Public Schools Act embodied a great number of changes, of more or less importance, in the working machinery of the Department, notably in the matter of Inspectors' salaries. [4 Edw. VII., Chap. 30.]

An Act respecting Boards of Education in certain Cities, Towns and Villages, provided for the establishment of Boards of Education in cities of less than 100,000 inhabitants. [4 Edw. VII., Chap. 33.]

An Act to amend the Act respecting the Education Department provided for the appointment of moneys for free text books in rural districts. [4 Edw. VII., Chap. 29.]

An Act to amend the Separate Schools Act made certain provisions in relation to the establishment of Separate Schools in a portion of rural sections; provided for Arbitration in certain disputed matters; and a new section settled the dates for giving certain notices in the case of taxes collected on assessments of the preceding year. [4 Edw. VII., Chap. 34.]

Several returns were moved for but none printed. [See Journals of the Legislative Assembly.]

A Private Bill respecting the Separate Schools in the Town of Sturgeon Falls adjusted certain differences between the Public and Separate Boards as to Pulp Taxes and Arbitration. [4 Edw. VII., Chap. 69.]

The Act of 1901, respecting University of Toronto, was amended. [Edw. VII., Chap. 92.]

The Annual Report of the University was presented and printed. [Sessional Papers, No. 13. See Journals, Legislative Assembly.]

The Report for the year 1903 [Statistics, 1902], of the Minister of Education showed an increase of eight Public Schools; a decrease of 6,495 pupils, and a decrease in the average daily attendance of pupils of 2,421. Eight thousand four hundred and ninety-seven teachers were employed, a decrease in men of 153; increase of women, 247; a total increase of 94. Four thousand six hundred teachers attended the Normal School, an increase for the year of 174. The total amount expended on Public Schools was returned at \$4,389,719, an increase for the year of \$61,037. An increase of 19 in Separate [R.C.] Schools was reported with an increase of close on two thousand pupils. Non R.C. Separate Schools decreased in number by one, and the pupils showed a slight increase. High Schools (including 40

Collegiate Institutes) increased by three with an increased pupilage of 1,949. In general, the report indicated progress in the academic arena of the Province. Save in the matter of Night Schools, which showed a slight decrease. The itemized report gave every detail of the scholastic machinery, on usual lines. But it is somewhat extended and contained some new features which are of value. The Annual Archæological Report, 1903, contains much of interest, and valuable articles by J. D. McGuire, Dr. Beauchamp, George E. Laidlaw, Dr. A. F. Hunter and the Very Rev. Dean Harris. [Sessional Papers, No. 12.]

1905.

The Eleventh Legislature of the Province opened with a very modest bill of fare so far as Education was concerned, for the subject was more conspicuous for its absence than otherwise. Only one Bill was passed. This was styled An Act to amend the Act respecting Boards of Education in certain Cities]. This was not a Government Bill but sponsored by Mr. Nesbit. It had for its effect a slight change in the voting provisions. [5 Edw. VII., Chap. 34.] A Bill proposed by a private member to amend the Public School Act was negatived on the second reading, and a third Bill, proposing to amend the High Schools Act was referred to a Select Committee, which never reported.

Questions as to authorized text books and readers for the Primary Classes; free text books; authorization of Latin text books were asked and answered at length. [Journals, Legislative Assembly, pp. 61, 85, 113.]

The Report of the Minister for the year 1904 was satisfactory and showed an increase of 63 Public Schools, but a decrease of 4,963 enrolled pupils, and a decrease in the average of daily attendance of nearly 2,000. The decrease in the number of male teachers and the increase in the number of female teachers proved again the unfortunate unattractiveness of the calling for men. Other fields doubtless paid better as may be gathered from the fact that the average annual salary was at the time dealt with something over \$450. Separate [R.C.] Schools increased by twenty-one and their pupils by 7,153. Night Schools continued to fall back. High Schools increased by one and the pupils by 1,250. Elementary and Secondary Schools showed, if not a backward, a rather stationary condition. Teachers' Institutes, Public Libraries, Art Schools, Literary and Scientific Institutions were productive of satisfactory reports.

The most important part of the work of the Education Department for the year 1904 was the issue of the Revised Regulations which are given at length in a section of the

Report, and their perusal affords an interesting academic study. The Annual Archæological Report for the year 1904 was particularly interesting from its commencement to its finish. [Sessional Papers, No. 12.]

1906.

Some important Educational Bills were passed during the Session of the Provincial Legislature in the year 1906. Two were Government measures, the Minister of Education, Dr. Pyne, introducing them. The first was intituled An Act respecting the Department of Education which completely re-organized the machinery previously in operation. The Act was, in effect, a complete consolidation of the then existing laws. [6 Edw. VII., Chap. 52.]

The second Government Bill was an Act to Amend the Public Schools Act and it made sweeping amendments and enacted many new provisions of a comprehensive and utilitarian character. [6 Edw. VII., Chap. 53.]

An Act respecting the University of Toronto, and University College, introduced by the Premier, Hon. J. P. Whitney, was a reorganizing and exhaustive enactment of 148 clauses with Schedules. [6 Edw. VII., Chap. 55.]

A Bill to amend the Act respecting Boards of Education in certain Cities, Towns and Villages was introduced by Mr. Macdunnid. It was reported on by the Municipal Committee and dealt more with matters affecting local adjustments than academic administration. [6 Edw. VII., Chap. 54.]

Some other Bills designed to amend existing educational laws were introduced by private members but were withdrawn or not reported on.

The Annual Report of the Minister of Education for the Scholastic year 1905, [Statistics 1904], indicated an increase of 24 in the number of Public Schools and a decrease in the number of enrolled pupils of 6,347, and of the average daily attendance of 3,565. The annual showing of the unpopularity of the teaching profession with men notwithstanding increasing pay was shown by a decrease of the latter and an increase of women of 155. A decrease was also reported in the number of teachers who had attended the Normal School. The money spent on Public Schools showed an increase of \$294,632. Separate Schools [R.C.] increased in number by seven and the pupils by 690, with an increased average attendance, number of teachers, etc. Separate Schools [not R.C.] showed an increased stagnation for practical purposes and operations. The Secondary Schools showed a steady increase in operation. The number of pupils increased by nearly two thousand and the schools by three. Continuation classes showed steady develop-

ment. The Elementary Schools did not show as great advancement. The "General Remarks" of the Minister contained valuable information, and instructive reading, by educational experts. The reports from the various Literary and Scientific Institutions and Historical Societies all indicated a growing interest in the matters dealt with by them in their respective fields. The appendixes containing the Reports on the Asylum for the Blind at Brantford, and the Institute for the Education of the Deaf and Dumb at Belleville, were remarkably interesting. The Annual Archæological Report was as usual full of interesting and instructive matter. [Sessional Papers, No. 12.]

1907.

Certain revisions in the working of the Public Schools Act (amended in the Session of 1906), was foreshadowed in the Lieutenant-Governor's Speech on opening the Legislature in 1907. In all three Governmental Bills affecting the Provincial Educational administration were introduced by the Minister, and passed, as follows:

An Act to amend the Public Schools Act. This provided for the right of immigrant children to attend school; the levying of rates for Continuation Classes, and made a number of changes in the existing law, and strengthened it in various directions. [7 Edw. VII., Chap. 51.]

An Act respecting the qualifications of certain teachers. This had reference to the standing and qualification of Separate School and Religious and Educational Committees. [7 Edw. VII., Chap. 52.]

An Act to amend the Department of Education Act. This amended the jurisdiction of the Department, and regulated the affiliation regulations; the acceptance of courses in faculty education for professional training of teachers; defined the duties of the Minister in the apportionment of grants for urban and rural schools; the division between Public and Separate Schools; grants to Normal Schools, etc. [7 Edw. VII., Chap. 50.]

Certain other Bills bearing on Education were introduced but were not carried beyond the preliminary stages.

The Report of the Text Book Commission was presented to the Legislative Assembly. [Sessional Papers, 1907, No. 49.]

The Report of the Minister of Education for the year 1906, notes, at its commencement, the reconstruction in the Educational affairs of the Province and explains in detail, the powers of administration exercised by the Department; the basis of pecuniary support for the Rural Schools and the system of control over the Provincial University. The operation of Rural Schools was dealt with at some length, and the functions of the

first elective Advisory Council also. The passage of the University Act, based on the report of the Commission appointed in the previous year was also specially referred to.

The Minister reported an increase of 35 in the number of Public Schools and of 356 in the number of enrolled pupils. The general averages were much the same as those of the previous year. The comparative numbers of male and female teachers once more indicated that the teaching profession did not attract men; the number of males having decreased by 118 and that of women increased by 187.

An increase in the number of Separate Schools [R.C.] was reported with an increased number of pupils, 1,517, with a total expenditure on the schools of \$130,823. Other Separate Schools showed an increase of one pupil as compared with the previous year. There was an increase in the number of Kindergartens of four and of pupils 459. Night Schools, while doing good work, showed little increase in attendance of pupils (13) and in other respects were not progressive. Two new High Schools were reported with an increase of nearly a thousand pupils. The sum of \$127,411 was spent on High Schools. Continuation classes were attended by over 5,000 pupils, a decrease of 125 for the year. An increase of 3,202 in the enrollment in Elementary and Secondary Schools was announced, the total being 488,255. The comparative statistics from 1867 to 1905, presented in the report, indicated the great advances made in annual educational development in the Province. The reports on the various Historical Societies, etc., showed the increasing value of those institutions as agencies for the development of culture and research. The Minister added some new features to the report, and by so doing increased its informative value. An instructive paper on "Huron Village Sites," by Dr. A. F. Hunter, deserves special reference. He deals exhaustively with the position of the Huron tribes among the Aborigines and everything pertaining to them. The Annual Archæological Report covers a wide field and follows its predecessors in the value of its contents. [Sessional Papers, No. 12.]

1908.

On opening the concluding Session of the Eleventh Legislature of Ontario the Lieutenant-Governor, Sir W. Mortimer Clark, Knt., remarked, in the course of his speech, that increased appropriations would be asked for Urban Schools. This was later made clearer by the Estimates. Three Bills on Educational subjects were introduced by the Government, as follows:

An Act to amend the Department of Education Act made certain verbal amendments to the existing law; introduced new clauses as to the qualification and duties of Inspectors and

teachers; adjusted the establishment of Model Schools and dealt with the apportionment of School Grants. [8 Edw. VII., Chap. 66.]

An Act to amend the Public School Act, empowered Municipal School Corporations, not having a High School, to established Continuation Classes; regulated the admission of pupils thereto; enabled School Sections to unite for the purpose of establishing a Central School, and created the administrative machinery. [8 Edw. VII., Chap. 67.]

An Act respecting Separate Schools, Fifth Classes and Continuation Schools.

This Bill empowered Separate School Boards where there was no High School to act as provided in the Public School Act in the matter of establishing Continuation Schools and Fifth Classes, and regulated the financial features of the case. [8 Edw. VII., Chap. 68.]

Some Bills bearing on the Educational administration were introduced by private members, but were discharged.

Important Returns were appended to the Minister's Annual Report: on the Inspection of Continuation Classes; on the Inspection of Agricultural Departments in High Schools; on Public Libraries; on the Institute for the Blind, and also the Institute for the Deaf and Dumb. [Sessional Papers, No. 12.]

Certain documents pertaining to the Department were returned to the Legislature as ordered, but not printed. [See Index, Journals of the Legislative Assembly.]

The Minister's Annual Report indicated an increase of four Public Schools since the previous year, and of 1,062 pupils, and also an increase in average attendance of 2,000, thus showing that the Truancy Laws were well administered. The usual evidence of the growing dominance of women in the scholastic arena was once more shown by the fact that the number of male teachers decreased by 91 and the women increased by 165. Separate (R.C.) Schools increased by 15, and the pupils by 1,436. A decrease in the amount expended on the schools, of \$253, was reported. Other Separate Schools showed a large decrease. Kindergartens increased by six and the pupils by 1,680. Night Schools took an upward movement, High Schools showed a solid increase, and Continuation Classes also. [Sessional Papers, No. 12.]

The Reports on the Historic, Literary and Scientific Associations followed much the same lines as in the previous year, and indicated no decrease in the beneficial results of their work.

A motion was made in the Legislature asserting that the existing method of providing for the maintenance of Toronto University was not satisfactory. Mr. MacKay moved, seconded by Mr. Harcourt, ex-Minister of Education, a resolution out-

lining a different course of procedure. An amendment asserting that the present method of making provision for the maintenance and support of the University, was in the best interests of the people and University, and should be continued. This was carried on a division of 55 Yeas to 21 Nays.

A return was made to the Legislature showing a classified statement of annual payments of all kinds to the University and School of Practical Science for salaries, buildings, maintenance, etc., during the preceding six years. [Sessional Papers, No. 78.]

The Annual University of Toronto Report was duly presented. [Sessional Papers, No. 13.]

1909.

The Session of the Legislative Assembly for the year 1909 was marked by the introduction of several Educational Bills. Two, introduced by private members, proposing to amend the Separate School Act, were discharged. One, to amend the Public Schools Act, and another proposing to repeal the Act respecting Boards of Education in certain cities, and to provide for the appointment of a School Board, were side-tracked into the rut of measures dealt with by the Standing Committee on Municipal Law.

An Act, respecting the Acquisition of Land for School Purposes was introduced by the Minister of Education and outlined a general course of procedure to be pursued in connection with the subject. It passed its various stages without any decided opposition, but certain amendments were made in Committee, which did not disturb the general design of the Bill. [9 Edw. VII., Chap. 93.]

An Act respecting Boards of Education made certain amendments to the Educational Law as it stood, and created new conditions in certain directions designed to promote increased efficiency. [9 Edw. VII., Chap. 94.]

An Act respecting Truancy and Compulsory School Attendance dealt effectively with a subject much neglected, and strengthened the machinery for its enforcement. [9 Edw. VII., Chap. 92.]

An Act respecting Public Schools. This was in effect, a consolidation of the existing laws with many new clauses added. [9 Edw. VII., Chap. 89.]

An Act respecting the Department of Education. This consolidated the law as created by 6 Edw. VII., Chap. 52, and implemented it in certain directions. [9 Edw. VII., Chap. 88.]

An Act respecting High Schools and Collegiate Institutes. This Act, in its intent and purpose was the same as the two

preceding Bills, so far as the branches of the Department of Education were concerned. [9 Edw. VII., Chap. 91.]

An Act respecting Public Libraries and Art Schools was introduced by the Minister of Education, and was also a consolidation, with new interjectory clauses elucidating and strengthening the existing law. [9 Edw. VII., Chap. 80.]

An Act respecting Continuation Classes. Its purpose and effect was largely as above. [9 Edw. VII., Chap. 90.]

The Annual Report of the Minister of Education for the year 1908 announced advancement in both elementary and secondary education, attributable to the recent encouragement of Rural Schools; increasing the salaries of teachers and improving the professional training. The growing power of Technical Education was dealt with at some length, and the vital necessity of encouraging schools for the purpose stressed by the Minister. The statistics for the year showed an increase of 22 in the number of Public Schools, but a decrease in the number of enrolled pupils of 1,516, and a decrease of average daily attendance of 1,073. As, for some time, the number of women teachers, and decrease of males, was reported to the extent of 106. A total sum of \$1,075,678 was expended on Public Schools. Separate Schools (R.C.) increased by six, the pupils by 742, and the expenditure upon by \$77,295. The Separate Schools [non R.C.] showed an increase in pupils of 16, and the average daily attendance of 18. Kindergartens increased six in number. The increase in the number of enrolled pupils was 1,083 and the average attendance was also progressive. The Secondary Schools, (High Schools and Continuation Classes), also indicated marked progress. The amount of \$184,403 was the year's increase in the expenditure on High Schools. Continuation Classes of the Highest Grade indicated progress and the expansion of the academic system of the Province was made evident by statistical tables showing its growth from 1867 to 1907; a decrease of 774 in the enrolled attendance as compared with the year 1906 was indicated in the Report, but such slight fluctuations, due to local circumstances, were not of permanent import. Many features of an advanced nature are recorded in the several appendixes and are instructive and enlightening. The Report on the Institution for the Education of the Blind at Brantford for the year was particularly interesting, and the same has to be said of the Belleville Institution for the Deaf and Dumb. The Report on Technical Schools and training, by Mr. A. H. Leake, forms one of the most valuable features of this Report, and it also contains many illustrations which are of assistance to the reader. [Sessional Papers, No. 12.]

[An Act to amend the University Act, 1906,] was introduced by the Minister of Education, designed to give the Department

of Education a seat in the Council of the Faculty of Education but without a vote. [9 Edw. VII., Chap. 95.]

Certain Returns concerning educational matters were ordered. [See Index Journals, Legislative Assembly, 1909.]

1910.

Four Educational Bills were passed during the Legislative Session of 1910, as follows:

An Act to amend the High Schools Act. This added sub-sections to the Act: to enable the admission, under certain conditions, of non-resident pupils in unorganized territory by a High School Board, and to appoint an additional Trustee to hold office for three years. [10 Edw. VII., Chap. 104.]

An Act to amend the Department of Education Act added certain sub-sections to the Act governing the distribution of the Legislative Grant between Public and Separate Schools and its disposal and details. [10 Edw. VII., Chap. 102.]

An Act respecting certain Public School matters in Toronto. This enactment related to the local interests and adjusted various important matters of detail. [10 Edw. VII., Chap. 103.]

An Act respecting Industrial Schools. This Bill formed a complete code of regulations for the administration and government of the schools and also embodied the enactments in preceding legislation. [10 Edw. VII., Chap. 105.]

Certain returns were made to the Legislature on matters pertaining to education but were not printed; and also motions of a controversial nature defeated on a division of the members. [See Index, Journals of the Legislative Assembly, 1910.]

The Annual Report of the Minister of Education for the year 1909, and its appendixes, reviewed the operation of the Department and opened with the assurance that the progress made in educational work during the year had been encouraging, but at the same time noted with apprehension the fact that the supply of teachers was in danger, owing to the drain on their number by other provinces which continued to increase, and the attraction afforded by the opportunities of industrial and commercial life. The primary remedy was to increase the salaries of the teachers. The Minister also referred to the all-important subject of Technical Education and advocated the co-operation of the Federal and Provincial Governments in its promotion. The statistical portion of the report was indicative of progress and effort to reach the highest peak of efficiency possible. An indication of the onward and upward policy of the government was evidenced by the announcement that the increase in the number of Public Schools amounted to 50. As in the previous year a large decrease in the number of enrolled

pupils was recorded, but the average daily attendance largely increased. The relative number of male and female teachers showed less marked difference than in previous years. All the items of the ministerial report indicated advancement, including the expenditure on Public Schools, which amounted to \$340,231. Sixteen new Separate Schools [R.C.] were reported and an increase of 2,049 pupils. Separate Schools [non R.C.] increased one in number and ninety-six new pupils were added to the roll. Kindergartens increased by eleven and pupils by 1,235, with growing attendance. Night Schools showed no sign of advance in popularity. High Schools increased by two in number. There was an increase of 13 in the number of Continuation Schools and of 573 pupils. The statistical tables show the minutest details of these branches of the departmental economy. [Sessional Papers, No. 16.]

The Minister of Education, shortly after the assumption of office by Sir James Whitney, caused a re-arrangement of the forms observed in the issue of the several reports in the general appendix, but those of public interest are not shorn of any of their essential features. All are of interest, some more than others, notably those on Technical Education, Art, Literature and Science, and the care and education of the Blind and the Deaf and Dumb. The Reports of Historical Societies are interesting, and valuable as showing a growing interest in the national history. The volume is of especial value.

The Annual Report from the University of Toronto was presented to the Legislature [Journals Legislative Assembly, No. 27], and ordered to be printed. [Sessional Papers, No. 17. See also Statute Law Amendment Act.]

1911.

Two Bills only were introduced in the Third Session of the Twelfth Legislature of Ontario by the Minister of Education. The Session was especially noteworthy as it was the first occurring during the reign of H.M. George V., and the demise of the Crown by the death of Edward VII. This was feelingly alluded to by the Lieutenant-Governor, Hon. John Gibson, in his speech to the members of the Assembly. One of these two Bills was respecting Industrial purposes and intitled An Act respecting Education for Industrial Purposes.

It organized all Art, Industrial or Technical Schools and minutely laid down and defined the law, procedure and machinery in connection with their maintenance. The second part of the Bill dealt with Agricultural and Commercial Departments and Commercial High Schools and repealed certain clauses of the Public Libraries Act; [1 Geo. V., Chap. 79.]

An Act respecting Technical Schools and certain clauses of the Consolidated Municipal Act, 1903. This Act brought the new enactment into harmony. [1 Geo. V., Chap. 79.] Amalgamated. [See Index, Journals, Legislative Assembly.]

An Act respecting Separate Classes.

This Bill provided for the establishment of special educational classes for backward or defective children. [1 Geo. V., Chap. 78.]

Certain minor matters relating to Education were dealt with *pro forma*. [See Journals of Legislative Assembly, 1911.]

The Report from University of Toronto was presented. [Sessional Papers, No. 17.]

The Annual Report of the Minister of Education for the fiscal year 1910, after announcing a generally satisfactory condition of school affairs, referred to an enquiry being made by Dr. F. W. Merchant into complaints which had been made to the effect that the two languages, English and French, conflicted in certain places, and this to the detriment of the scholastic interests of those speaking both. The statistics presented were for the year 1909, and exhibited general progress. Forty-four new Public Schools were reported with a general increase in the number of pupils of 1,598. Male teachers decreased in number by 107 and females increased by 273, a total increase of 165. The sum of \$7,321,239 was expended on Public Schools. Eight new Separate [R.C.] Schools were opened with an increased pupilage of 1,483, and an outlay of \$58,892 on Separate Schools reported. No increase in other Separate Schools was chronicled, but a decreased attendance of pupils which numbered in all only 404.

The Report on Kindergartens indicated their increasing popularity and usefulness, nine new schools having been established with an increase of 1,339 pupils. Night Schools were more favourably reported on than in the previous year's report, and an increase in schools and pupils recorded. The figures relating to High Schools indicated an increase in the number of pupils of 1,189, and the word "decrease" did not appear against any one item connected with the subject, and the same may be said of the Continuation Schools, the pupils having increased by 549. The gratifying increase of 6,064 pupils in the Elementary and Secondary Schools was reported and of over 4,000 in the average daily attendance. The general abstract indicating the progress of education from Confederation onward once more supplied both interesting and instructive information. The subsidiary reports presented with clearness the itemized details of the subjects dealt with by the Department. [Sessional Papers, No. 16.]

1912.

The Minister of Education introduced two Bills affecting Educational administration during the Legislative Session.

An Act respecting the Compulsory School Attendance of Adolescents.

This measure had reference to young persons who had passed the High School Entrance Examinations or completed the course of the fourth form of the Public Schools, or an equivalent course [between the age of 17 and 14.] The Bill framed a code of law governing procedure in connection with the administration of a plan to accomplish the purpose described in the title of the Bill. [2 Geo. V., Chap. 77.]

An Act to amend the School Laws. This Bill was to be known as The School Law Amendment Act, 1912, and amended in many respects the law as it stood and consolidated the same. [2 Geo. V., Chap. 76.]

Two other Bills were introduced by private members.

An Act respecting Municipal and School Debentures.

This had reference to payments for Debentures and was retroactive in its force. [2 Geo. V., Chap. 41.] The Bill was carefully considered by the Legal Committee before passing.

An Act to amend the Public School Act.

[This Bill was incorporated with Chap. 41, above.]

The Report from the Toronto University for the past year was presented. [Sessional Papers, No. 17.]

The Annual Report of the Minister of Education announced at the outset "substantial progress in the essential features of the Educational system," and the general statistical information, voluminous and minute in detail, indicated that the assurance was more than justified. Eleven new Public Schools were reported as having been constituted during the previous year, bringing the total number of schools up to 5,935, with an increase in pupils of 614, and an average daily increase in the attendance of 2,969. The decrease in male teachers (39), and the increase in women (223) again showed the unattractiveness of the teaching profession for men. The expenditure on Public Schools increased by \$917,483. There was an increase for the year in Separate Schools [R.C.] of 17, [bringing the total number up to 491], and an increase of 2,229 in the enrolled pupils, and of 60 in the teachers. An increased expenditure of \$284,295 resulted. Night Schools also increased in expansion and Kindergartens in like manner, twenty-two additional being reported with an increased pupilage of 1,127. The progressive movement was also evidenced in the High Schools and in a more marked manner, numerically, in the figures relating to Continuation Schools. Great progress was also reported in the Elementary and Secondary Schools.

The Appendixes contain a number of papers of exceptional value not only for those in the professional arena but for the ordinary citizen, notably those on the teaching of elementary Agriculture and Horticulture in Rural Schools; the Reports on the Institutions for the Education of the Blind and Deaf and Dumb; papers on Literary work and its kindred subjects, etc. [Sessional Papers, No. 16.]

1913.

Four Bills with reference to Educational subjects were passed into law in the course of the Legislative Session, 1913. The first was intituled

An Act respecting Education for Industrial Purposes. Its provisions applied to all Art, Industrial and Technical Schools, and courses already established, and to Agricultural and Commercial High Schools and High School courses previously established under the Regulations. [3 and 4 Geo. V., Chap. 73.]

An Act respecting Consolidation Schools.

This amended and consolidated the law governing the particular branch of educational economy indicated, in the direction of strengthening and rendering more effective the machinery and procedure. [3 and 4 George V., Chap. 70.]

An Act respecting Separate Schools.

This was a consolidation and, in certain clauses an amendment and supplement to the law as it stood at the time of the introduction of the Bill. [3 and 4 Geo. V., Chap. 71.]

An Act to amend the School Laws.

This enactment created a number of changes and amendments to the existing School Laws. [3 and 4 Geo. V., Chap. 71.]

An Act to amend the University Act was passed and the annual Report was transmitted to the Legislature and ordered to be printed. [Sessional Papers, No. 17.]

The Annual Report of the Minister of Education for the year 1912 indicated steady and solid progress, the number of enrolled pupils in the Public Schools having increased 4,521 in number exclusive of Continuation Schools (5,753), Kindergartens (20,677), and Night Schools (1,573). Separate Schools [R.C.] increased in number by eleven, the pupils 2,000, and the teachers by 44. Other Separate Schools showed an increase over the previous year of five pupils. Kindergartens increased in numbers twenty-four, with an increase of 1,734 pupils, Night Schools again indicating a backward tendency through fluctuating causes. Three new High Schools were established during the year, but the enrolled pupils decreased by 385. The expenditure on High Schools largely increased and also the cost *per capita*. Two Night High Schools with seventy-seven pupils

and an average daily attendance of 34 were reported for 1911-12. The pupils in Elementary and Secondary Schools increased in 1911, 7,910, with an increased daily attendance. The statistics contained in the various tables are instructive as giving in detail the items marking the growth of the School System in Ontario on the academic structure inherited by the Province at the time of Confederation. Twenty-three Appendixes to the Report contained much varied information worthy of general consideration. It may be noted that the period of the publication of this volume witnessed the addition to the Report of very fine illustrations of many of the new Schools and Library buildings constructed at various points in the Province.

The Report on Archæology for the years 1908-09-10-11 was presented to the Minister of Education and published by him as an appendix. During the period covered 2,800 specimens were added to the Provincial Collection. One honoured name disappears from the Public Records this year. Mr. David Boyle, who for so many years fathered the report referred to, "crossed the bar" after doing the cause and country great service, and the document fitly contains an interesting memorial of his life and work. The story of the past—on Indian tribal customs, embalmed in the pages of the Report forms an interesting study for the antiquarian. The name of Dr. Rowland B. Orr appears in the place of that of David Boyle. [Sessional Paper, 1913, No. 16.]

During the Session ten Returns on various subjects were ordered. In every case they were either not brought down, or not printed. [See Index, Journals Legislative Assembly, 1913.]

1914.

The Session of the Provincial Assembly this year was not productive of much Educational Legislation, only one Bill reaching its third reading. This was introduced by the Minister of Education, and intituled An Act respecting Auxiliary Classes.

This had for its purpose the establishment and control of classes for children, not being persons whose mental capacity is incapable of development beyond that of a child of normal mentality at eight years of age, from any physical or mental cause unable to take proper advantage of the ordinary Public or Separate School courses. The Act prescribed the means and devised the machinery for carrying its provisions into execution. [4 Geo. V., Chap. 49.]

Several Returns relating to various subjects were brought down, but none were printed. [See Index, Journals Legislative Assembly, 1913.]

The Annual Report of University of Toronto was presented and published. [Sessional Papers No. 18.]

A motion was recorded to amend the Resolution of the Committee of Supply re the control of the finances of the University. [See Statute Law Amendment Act, 1914.]

Some other Educational items; Questions; Want of Confidence Motions, all defeated by large majorities, etc., were recorded. [Journals, Legislative Assembly, 1914.]

The Annual Report of the Minister of Education [Statistics 1912, relative to Elementary and Secondary Schools], announced satisfactory progress in all educational directions, and further that "at no previous period within his recollection had a keener public interest in the schools exhibited itself in the Province than is displayed now." The number of Public Schools in 1912 indicated an increase of eighteen, making the total of schools in the Province 5,939, with an increased number of enrolled pupils of 5,173 (exclusive of Kindergartens, Continuation and Night School pupils). The average daily attendance also increased, and in no item of the school administration did the word decrease occur.

Separate Schools [R.C.] increased in number during the year by eighteen and pupils by 1,901, while other Separate Schools remained without noteworthy change, there being a decrease of four enrolled pupils in the six schools open. Kindergartens increased ten in number and the pupils by 885. Night Schools continued to show a slight increase in attendance and the same is reported on the High Schools. A large increase appears in the Continuation Schools, and also in the exhibit of the Night High Schools. The entire statistical exhibit, though exhaustive, is instructive enough to justify much careful study. The portions of the reports relating to the Schools for the Blind at Brantford and the Deaf and Dumb at Belleville are of more than usual interest as they indicate the efforts to adopt the best acquired experiences of those studying the difficult subject to the Ontario establishments. The extension of the Truancy Act to blind and deaf children proved to be a wise step. During the year the School for the Blind suffered a great loss by the death of Mr. W. N. Hossie, its Bursar for forty years, an official who did much to solidify the work of an Institution, difficult to control, for reasons which are self-evident. He was succeeded by Mr. G. H. Ryerson, of Brantford. Mr. Walter Nursey's Report on Public Libraries, Literary and Scientific Institutions, etc., is an admirable exposition of the remarkable development of a comparatively recent innovation in the Province of Ontario.

The fine report of the Director of the Ontario Provincial Museum as usual appended to the Report of the Minister was

of the usual type but embodies a great deal of new matter and carries the reader into many "fresh woods and pastures new." Mr. Orr reports 2,360 new specimens in the Archæological Department in addition to the Biological, Ethnological and Historical Departments. It is noted as a matter for congratulation that the donations to the Provincial Museum in 1913 exceeded in value the entire amount expended by the Department of Education on it. The papers on various subjects in the Report were very valuable, notably that on "The Attiwandarons, or the Neutral Nation" of the Niagara Peninsula which brings before the reader the famous personalities of Etienne Brule, De Daillon, Sagard, Breboeuf, Chaumont, Bressani and others. The illustrations which are numerous and varied constitute not the least valuable portion of the Report. [Sessional Papers, No. 17.]

1915.

The year 1915 was signalized by the opening of the First Session of the Fourteenth Legislature of the Province of Ontario. Its opening was saddened by the fact, which formed the subject of the opening paragraph in the Lieutenant-Governor's speech, that the late Premier had passed away. The statement that Sir James Whitney "had achieved an enduring place in the history of the Province, as well as in the hearts of the people, and that his memory would be cherished as an inspiration for good for generations to come" accurately represented the public sentiment. His death was a loss which was felt far beyond the borders of this Province. The Assembly met under a cloud made darker by the fact that "grim visaged war" confronted the peoples throughout the world.

Thirteen Bills on Educational subjects were introduced, and though all but one were Governmental measures, introduced by the Minister of Education, Dr. Pyne, only three were proceeded with after the initial stages.

An Act to amend the School Laws.

This Bill, as its title implied, made a number of additions and amendments to the existing law. [5 Geo. V., Chap. 43.]

An Act respecting an Administration Building for the Board of Education.

This was designed for the purpose of empowering the Toronto City Council to build an Administration Building, and created machinery for the raising of money therefor. [5 Geo. V., Chap. 44.]

An Act respecting the Board of Trustees of the R.C. Separate Schools for the City of Ottawa.

This was an Act having for its object the settlement of a dispute between the Separate School supporters in Ottawa and

the Provincial authorities as to jurisdiction, etc. [5 Geo. V., Chap. 45.]

The Annual Report of the Minister of Education opened with the assurance that "satisfactory progress in all that related to the welfare of the Primary and Secondary Schools was evidenced, as well as such special instruction in technical and industrial subjects, and in agricultural courses, as provided by the Department in recent years." The assurance was fully justified for thirty-eight new Public Schools were reported as having been constructed during the previous year with an increased attendance of 10,709. Public School teachers increased 374, (women predominating). Kindergartens increased in number by three, with an increase of pupils amounting to 1,727. Night Schools showed an increase of two, with a slight increase in the number of pupils. Separate Schools [R.C.] decreased in number by six, but the pupils of the schools increased 2,512, and the teachers by forty-four. The expenditure on these schools, for the year, amounted to \$312,639. Other than Roman Catholic, Separate Schools decreased one in number, but increased in pupils by twenty. High Schools and Collegiate Institutes increased by thirteen with an increase of 1,473 pupils. Increase was recorded in every item, including the expenditure. This totalled \$717,620 for the year. Continuation Schools showed a decrease in the number of schools (13), and attendance (530), while the expenditure on the schools and the cost per pupil, *per capita*, increased \$6,615 and \$5.52 respectively. Night High Schools increased by four and the attendance by 1,124. A marked increase in Elementary and Secondary Schools was reported; a total of 17,000 enrolled pupils involving an increased cost of \$1,776,182. The tables giving the comparative school statistics, 1867 to 1913, follow the customary forms and lines, but demonstrate the steady advance in the scholastic progress of the Province. And this is further reflected in the separate reports (Appendixes I. to X.) on the several branches of the Departmental System. [Sessional Papers, No. 17.]

The Annual Report of University of Toronto was presented and printed. [Sessional Papers, No. 18.]

The Annual Archæological Report (1914), as usual, was rich in valuable matter, more likely to commend it to the popular taste than the facts and statistics which have preceded it in the Minister's statements. A very interesting paper gives a brief history of the Petuna, a Tobacco Tribe of Indians, which, in the fifteenth century, occupied the territory now forming the Counties of Grey and Bruce. The article may be described as "a chapter from the Romance of History." A pleasing article on the antiquity of our familiar Lacrosse, and a valuable

contribution by Dean Harris, entitled "The Pre-Christian Cross," is one of the greatest instructional value. The third contribution to the series of articles by Col. George E. Laidlaw on "Effigy Pipes in Stone" is provocative of study. The incorporation of the Archæological Report with that of the Minister of Education was evidently a wise step.

1916.

The Session of the Ontario Legislature this year opened with the shadow of the great war darkening the sky, and not only a nation, but an empire, weeping. Only one Educational Bill was passed into law. The Minister of Education introduced, An Act respecting the Compulsory School Attendance of Adolescents.

This Act repealed the "Adolescent School Attendance Act," (Revised Statutes, Chap. 275) ; reconstructed the law upon the subject and created machinery for carrying it into effect. It defined an adolescent as a person of either sex not more than seventeen years old exempt from school attendance under the Truancy Laws. [6 Geo. V., Chap. 62.]

Certain other Bills, framed to legislate on various educational matters were introduced, but did not reach maturity, being either sent to the Legal Committee and heard of no more, and either discharged or suspended.

Amendments were made to the Public School laws and incorporated with the Statute Law Amendment Act. [6 Geo. V., Chap. 24.] See Statutes of Ont., 1916, pp. 143-4.

The University of Toronto Act was amended in connection with its borrowing powers. [6 Geo. V., Chap. 63.]

Returns on certain subjects were ordered but not brought down to the Legislature. [See Index, Journals of the Legislative Assembly, 1916, under Education.]

The Upper Canada College Act was dealt with in a certain direction. [See Statute Law Amendment Act, 1916.]

The Report of the Minister of Education for the year 1915 announced the customary progressive tendencies on the part of the public in spite of the "war burdens and trials." The long list of the school teachers and others concerned with education who enlisted for service at the front reflected the patriotic spirit of the people, but this was felt in scholastic circles. The influence of the war, as it bore upon the schools and Provincial education, was dealt with by the Minister at some length. Notwithstanding the terrible ordeal which the Dominion was subjected to, the torch of Education was never dimmed though necessarily it was more or less affected by the International strain. In spite of this fifty-four new Public Schools were added to the list and the number of enrolled pupils in the

Public Schools [exclusive of Continuation, Kindergarten and Night Schools] increased by 11,133, and in the latter there were satisfactory increases. An increase in the expenditure on Public Schools of \$2,555,708 is noted. Separate Schools [R.C.] increased in numbers of buildings 12, and in pupils 2,462, with an expenditure upon them of \$30,647. The High School pupils largely increased in number, 2,720; the expenditure on the schools, \$774,259, and the cost per pupil \$15.32. The statistics which compose much of the Report are exhaustive and minute in every detail. [Sessional Papers, No. 17.]

The Report of the Board of Governors of the University of Toronto is appended to the Minister's Report.

The Report of the Ontario Provincial Museum [for 1915] presented by the Director, Mr. Rowland B. Orr, was a valuable document. It contained, as an introduction, a very instructive and romantic review of the history of the Mississaugus, a sub-tribe of the Chippewas, and a most interesting summary of the life of the heroic and devoted Jesuit Missionaries and pioneers of religion and civilization, Father Poncet de la Riviere and Peter Jones, 1648, a half-breed missionary of the early years of the seventeenth century. The manners, customs, rites and ceremonies of the tribe are ably described. Specially interesting is an article by Dean Harris on "The Practice of Medicine and Surgery by the Canadian tribes of Indians in the Days of Champlain." The report is elaborately illustrated. [Sessional Papers, No. 17.]

1917.

Four Bills bearing on amendments to Educational Acts in force were passed during the Session of 1917. One was a measure introduced by the Minister of Education,

An Act respecting the Superannuation of Certain Teachers and Inspectors.

This Bill provided the machinery and method of carrying into effect the purpose mentioned in the title. [7 Geo. V., Chap. 58.]

The following were due to the initiative of private members:

An Act to amend the Public School Act.

This limited the application of the above-named Act to Boards of Education in particular cases of cities with a population of not more than 200,000 population. [7 Geo. V., Chap. 57.]

An Act to amend the Auxiliary Classes Act.

This Bill gave certain powers to cities of more than 200,000 to purchase a site and to erect buildings and raise money for certain purposes. [7 Geo. V., Chap. 62.]

An Act to amend the Boards of Education Act.

This short Act had reference to the annual election of Boards of Education and was retroactive in its operation. [7 Geo. V., Chap. 61.]

The Annual Report of the Minister of Education for the year 1917 [statistics mainly of the year 1916], announced that notwithstanding the effect of the war the condition of education in the Province continued to be highly satisfactory, and the schools not suffering. It was the results and effects of the war in the future that required consideration. A sign of the times was the progressive tendencies in the school machinery and administrative economy. No fewer than twenty-eight new Public Schools were added to the roll with an increase of 2,117 pupils, exclusive of Continuation, Kindergarten and Night Schools, which showed a decrease, Separate [R.C.] Schools increased by two with 1,784 pupils, with an expenditure of \$59,482. High Schools showed a stable condition, and the roll of Night High Schools increased by one, and eleven hundred pupils. The numerous Reports containing the details of Departmental administration indicated that the war conditions caused no slackening in the careful attention always given to the ministerial machinery. [Sessional Papers, 1918, No. 17.]

The Report of the Board of Governors, University of Toronto was of an eminently satisfactory character. [Sessional Papers, 1918, No. 18.]

The Twenty-ninth Annual Archæological Report, prepared by Dr. R. B. Orr, and added to the Appendixes to the Report of the Minister was replete with interesting matter. An article on "The Nipissings," tells of the "Coming of the White Man," Etienne Brule, the first man of alien race to appear in the land of the tribe. Sketches of Jean Nicolet, Samuel Champlain's noble Lieutenant; Fathers Claude Pijart, René, Menard, bring the reader face to face with some of the noble army of martyrs and missionaries to the Indians who opened the road for those who followed with the torch of civilization, and "blazed the trail." The paper under notice, without directly quoting the missionaries, proves that they went on their heroic and perilous errand none too soon, for it is shown that the Nipissings were mentally and morally in the very lowest depths of degradation. Pere Lalemant, martyr in the end, in a letter to his Provincial stated that it seemed almost impossible to Christianize them. Other articles elucidate the manners and customs of the Indians, notably in connection with fishing. As a kindred subject the Indian studies in the book are well accompanied by a very learned and instructive paper by Dean Harris, entitled "Earth's First Man," in which he deals minutely with the theories, based

on the assumed and improved premises of modern "professors," on the origin of man. Lake Deschenes, near Ottawa, is generally known as a piece of water dangerous owing to the suddenness of its squalls, its sunken logs and depth; the beauty of its surroundings, and the traditions of the past associated with it. The Report contains an interesting synopsis of the story of this little considered but picturesque piece of water, by Mr. T. W. E. Sowten. [Sessional Papers, No. 17.]

1918.

Two Bills having reference to Educational procedure were passed into law during the Session of the Legislature in 1918. One, introduced by a private member, styled, An Act to amend the Public Schools Act, made more emphatic the declaration on the nationality of those entering the Public Schools, and guarded against foreigners, and also made more strict the regulations governing voting powers. [8 Geo. V., Chap. 52.]

An Act to amend the School Laws.

This was sponsored by the Hon. G. Howard Ferguson and made a number of important changes in the school administration. [8 Geo. V., Chap. 51.]

Resolutions respecting the salaries of the Director of Technical Education and the Chief Inspector of Public and Separate Schools were passed and incorporated with the Statute Law Amendment Act. [8 Geo. V., Chap. 20.] A clause in this (No. 59), authorized the Separate School Board of Timmins to raise funds guaranteed by the Provincial Treasurer.

Bills to provide for the payment of an Annuity to University of Toronto, and to amend the Upper Canada College Act were passed. [8 Geo. V., Chaps. 53 and 54.]

The Annual Report of the Minister of Education (Canon Cody) was necessarily darkened by the pall of general gloom consequent on the continuance of the great war. Generally it reflected progress and showed that the lamp of Education in the Province still burned brightly. The Public Schools increased in number by twelve, showing an increase in the number of pupils of 456. Continuing Schools showed a slight increase, but Night Schools fell back. The High Schools and Collegiate Institutes did not report much progress, though there was an increase of nine Night High Schools and also of 460 pupils. Separate Schools [R.C.] increased by nine with some 800 pupils. Other Separate Schools showed an increase of 32 in pupils.

The sub-reports from the various divisions of the Educational Department, published as appendixes to the Minister's Report, were generally satisfactory.

The continued strain of the war and the heavy financial burdens forced on the Province were necessarily felt by the two great Institutions, the School for the Deaf and Dumb and the School for the Blind, but the reports from both establishments showed that their interests were well guarded and the care of the pupils lacking in nothing.

The Report of the Curator of the Provincial Museum, Dr. R. B. Orr, opened with a highly instructive article on the Chippewa Indians. It begins with a reference to two members of that wonderful body of men who evangelized the Hurons," Charles Raymbault and Thomas Jogues, both Jesuits, men who literally carried their lives in their hands in their heroic mission. As one of them wrote when living among the Indians that "one must trust altogether to the providence of God; for though some among them profess friendship for us, any one of them may murder, if he wishes our death, without fear of punishment from any one in this world." The story of the decline of the Chippewas forms one of the most interesting chapters in the annals of the aboriginals. It began, we learn, when they allied with Frontenac and the French and benefited when they sided with the United States Revolutionaries. In the War of 1812 they were the allies of Britain, but their cohesiveness was lost. Their story as told in the article now referred to is as instructive as it is interesting. Dean Harris appears in the report as the author of an article on the "Lost Atlantis" problem, a mystery always fascinating and enticing. [Sessional Papers, No. 17.]

1919.

The Session of the Legislature, 1919, so far as Educational Bills were concerned, contrasted in a very marked manner with that which preceded it for no fewer than eleven were placed on the order paper. Of these, three were discharged, six received the Lieutenant-Governor's assent, one was absorbed into another measure, and one referred to the Legal Committee and heard of no more.

• An Act Respecting Consolidated Schools.

This repealed a section of the Public Schools Act and made voluminous additions and readjustments of the law governing the matter. [9 Geo. V., Chap. 75.]

An Act to amend the Public Schools Act.

This Bill was introduced by a private member and contained certain amendments. It was referred to Committee and was incorporated with the Government Bill, dealing with school matters referred to below.

An Act to amend the School Laws. [9 Geo. V., Chap. 73.]

An Act respecting Compulsory School Attendance.

This Act dealt with the subject indicated in the title from all angles and aspects. [9 Geo. V., Chap. 77.]

Act to Amend Teachers' and Inspectors' Superannuation Act.

This Bill was framed with the purpose of improving and supplementing in certain respects the system in vogue. [9 Geo. V., Chap. 74.]

An Act to revise and amend the College of Arts Act.

This measure repealed the Chapter in the Revised Statutes [College of Art Act] and substituted, revised and amended various clauses. [9 Geo. V., Chap. 82.]

An Act respecting the Compulsory School Attendance of Adolescents.

A consolidation, and in many features a new enactment. [9 Geo. V., Chap. 78.]

Several questions on the subject of Bi-lingual Schools were asked and replied to by the Minister of Education, Ven. Archdeacon Cody. [See Journals, Legislative Assembly, 1919, pp. 178-9.]

Certain Returns were not printed, [pp. 117, 157.]

The Annual Report of the ex-Minister of Education, Hon. R. H. Grant, for the past year, and the statistics for 1818 are given with the usual minuteness and detailed precision. Upon the whole the Minister notes that the conditions described in the various reports fairly described the state of Education in Ontario at the close of the terrible war which so scourged the world. Notwithstanding the trials of the war period the Minister was able to announce that the schools of Ontario came through the ordeal nobly. The supply of teachers was found sufficient and they formed a body who did their duty well, steadfastly and loyally during a period of keen trial and difficulty, and their work extended beyond their ordinary sphere and entered the arena of philanthropic and patriotic operations. The general report was, considering the circumstances which prevailed before it was made, of an exalting and reassuring nature. The ministerial statistical returns showed that despite the depression, the Public Schools increased in number by 33, the enrolled pupils decreasing by one; Continuation Schools showed a decrease in pupils of 98; High Schools, day and night, showed an increase of two pupils each. Industrial (day), Technical and Art Schools suffered less in loss of pupils, the general increase being given at 1,065. Eleven Separate [R.C.] Schools and 1,254 pupils represented the year's increase. The Report of Dr. Coughlin, Superintendent, from the Ontario School for the Deaf and Dumb, Belleville, and from the Ontario School for the Blind, Brantford, (Mr. W. B. Race, Superintendent), indicated an advanced condition of affairs in the

administration of both those rather saddening institutions. [Sessional Papers, No. 17.]

The Report on the Archæological Department issued from the Provincial Museum, and handed in by Dr. R. B. Orr, presented one of the most valuable of the appendixes, opening with an instructive article on the Iroquois in Canada (the Five Nations), a subject of moment in the history of the country, But Dean Harris' contribution on "The Men who broke the Trail to Hudson Bay" must be awarded the first place in the generally important articles which make up the volume. The article brings the reader almost face to face with Sir John Cabot, Cortreal, Jean Denys, Verazzano, Cartier, Champlain, Nicolet, Radisson and Chouart de Groseilliers. The outline of the heroic actions of these pioneers given in the article is sufficiently full of incident to supply the skilful writers of romance with material with which to construct many an entertaining book. Some have indeed essayed the task but the field has been but scantily gleaned as yet. The Indian pottery of the native Indian races of Canada is ably described, and illustrated in the course of the report.

1920.

The Lieutenant-Governor, on opening the First Session of the Fifteenth Legislature of the Province, indicated that Legislation on Educational subjects would be introduced and five Bills were introduced by the Minister of Education.

An Act to consolidate and amend the Public Schools Act.

The object of this measure was described in the title. The provisions followed well-trodden ground, and also added several new features to the already complex machinery. [10-11 Geo. V., Chap. 100.]

An Act to amend the School Laws. 10-11, Geo. V., Chap 99.

An Act to provide for the establishment of Provincial Technical Schools.

This Bill added certain clauses to the Industrial Education Act, of a useful nature. [10-11 Geo. V., Chap. 103.]

[An Act to make provision for the payment of Scholarships for Post-Graduate study in France.]

This Bill provided for the payment of \$6,000 for the purpose indicated to residents of Ontario; the Department of Education to control and direct. [10, 11 Geo. V., Chap. 103.]

Three Bills were introduced by private members.

An Act to amend the Public Schools Act.

This Bill was amalgamated with [10, 11, Geo. V., Chap. 100, above.]

An Act to amend the Public Schools Act.

This was referred to the Municipal Committee, but not reported on.

An Act to amend the Separate Schools Act.

This measure provided attendance for minor surgical operations for children suffering from defects which interfered with the education of the child and to cover the cost in certain emergent cases. [10, 11, Geo. V., Chap. 101.]

The Annual Report of the Minister enlarged on the increasing interest taken in Educational matters by the public and expressed the hope that School Trustees, Teachers and Departments would act in unison in the effort to perfect the system. The Minister also expressed the hope that the principles laid down by Dr. Ryerson would never be abandoned. The University situation was also referred to as having been studied with a view to adjustment and final settlement of difficulties. The Report, after an extended retrospective review of the conditions existing in the Educational system, and the efforts to grapple with them, expressed the hope that it would give the public "some idea of the wide field covered and the new outlook in education." Despite the terrible burdens imposed on the public by the war and the dark cloud of privation and domestic suffering which overhung the land, the statistics of Elementary and Secondary Schools for the year 1919 were satisfactory. The Public Schools increased 43 in number with an increase in pupils of 14,114, and in the average attendance of 47,544. There was no increase in the number of Separate [R.C.] Schools, but the pupils increased by 3,531. The increased expenditure for the year on this class of Separate Schools amounted to \$550,223. Other Separate Schools continued to be a practically negligible quantity. Night Elementary Schools decreased in number by two, the number of pupils increasing by 172. Continuation Schools showed some slight increase, as did also Night High Schools, which had one added to their number and 557 to the pupils. The Returns concerning Industrial, Technical and Art Schools also reported favorably and showed not only a healthy increase in public interest but also in attendance. [Sessional Papers, No. 17.]

The Report of University of Toronto was presented and printed. [Sessional Papers, No. 18.]

The Reports from the two great Educational Institutions, the Schools for the Blind and the Deaf and Dumb, were interesting and reflected steadiness and solidity, but what is the more momentuous, the assiduous and tender solicitude shown for the afflicted pupils, and the efficient management of the Institutions.

The Report of the Keeper of the Provincial Museum, Dr. R. B. Orr, was full of interesting matter, the Archæological Re-

port especially losing none of its value this year. A great number of valuable acquisitions of new and very attractive nature by the Curator of the Museum, figure in the report, Professor Palacios casts light on the Hieroglyphics of the Great Monument of Xochicalco (Mexico). These, as interpreted by savants, are really marvellous records of deep meaning. The article is translated by Dean Harris, who also contributes a sketch of "Etienne Brule; the man who broke the trail to Georgian Bay," and his adventurous feats. A most interesting article on "Snowshoes," historical and general, helps to complete a most interesting issue of the Report. [Sessional Papers, No. 17.]

1921.

Two Educational Bills were introduced by the Minister of Education in the course of the Session of the Provincial Legislature in the year 1921.

An Act to amend the School Laws.

This enactment followed a well-beaten track, consolidating and amending various details of the existing laws and introducing certain new clauses, [11 Geo. V., Chap. 89.] An Act "with reference to School Attendance" was introduced by a private member and was in substance amalgamated with the above measure.

An Act Respecting Vocational Education.

This measure reconstructed previous Legislation and provided the machinery for an extension of the operations and their more effective application. [11 Geo. V., Chap. 90.]

An Act to amend the School Sites Act.

To confer power on School Boards to acquire property needed for School purposes. [11 Geo. V., Chap. 91.]

Certain other Bills concerning Educational matters, introduced by private members, did not mature.

The Minister of Education was able to announce, in the opening words of his Annual Report for the year that "the Educational situation in the Province is satisfactory," and he proceeded to show in detail how, in spite of the unfavourable conditions existing, both economic and social, how this was the case. Progress made by the Elementary and Secondary Schools was continuous and substantial. Twenty-eight new Public Schools were reported with an increased attendance of 16,362, and an increased expenditure on Public Schools of \$6,013. Separate [R.C.] Schools increased in number by 35, and the enrolled pupils by 2,048. Other Separate Schools decreased in every particular. Night Schools increased in number, and correspondingly, in the number of pupils. High Schools increased in number by one only; the pupils more than a thousand, and the expenditure on them \$840,591. Continuation Schools also

showed a reasonable increase, and the same was recorded of Night High Schools and Industrial, Technical and Art Schools.

The various appendixes on the Statistics of the Department were minute in detail and indicative of the satisfactory condition of the Educational status of the Province referred to in the opening words of his Report. [Sessional Papers, No. 17.]

The Report of the Commission appointed upon the basis of financial obligation of the Province towards Toronto, Queen's and Western Universities was returned to the Legislature. [Sessional Papers, No. 65.] [The Annual Report of the Governors of the University, 1920-21], was printed in the Sessional Papers, [No. 18.]

The Archæological Report, appended to the Minister's Report, was this year as full of historical and instructional matter as previously. It dealt in the opening article with the Hurons, by Dr. Orr, who also writes on the Algonquin sub-tribes and clans of Ontario, and also on the masks of the Ojibwa Indians. The story of the Hurons is of the greatest interest. Mr. G. E. Laidlaw contributes a sixth paper on Ottawa Indian Myths and Tales, which are very curious.

1922.

The Minister of Education introduced a Bill of some volume To amend the School Laws.

This amended a number of clauses in the existing laws and substituted others having reference to the apportionment of grants, Union School Sections, assessments and arrange other details. [12 Geo. V., Chap. 98.]

To amend the Separate Schools Act.

This provided for the limitation of Trustees to six, to retire by rote, and their substitution. [12 Geo. V., Chap. 99.]

Some other Bills, bearing on the High and Separate Schools, were introduced but made no progress.

The Annual Report of the Department of Education for the year 1922 (statistics, 1921), commenced with the gratifying assurance that the expansion of the school system from year to year was satisfactory evidence that Ontario maintained its deep interest in education and met the larger requirements of the time with courage and enterprise. And the official statement was justified as, notwithstanding the stress and emergency of the period, the Minister was able to report an increase of 100 in the number of Elementary School Houses in 1921, the total number being 6,901, with an enrolled attendance of 585,213, or over 20,000 compared with the previous year, and an average daily attendance of 43,426 more than in the year 1920. The expenditure on Public Schools for the year amounted to \$3,506,620. Separate Schools [R.C.] increased 27, and pupils

7,098. There were 22 more pupils in other Separate Schools than in the previous year. Night Elementary Schools increased by nine, the pupils 964, and the teachers by 30. High Schools increased two in number and the pupils 5,277. There was an increase of sixteen in the number of Continuation Schools, and of their pupils 1,682. Vocational Schools increased slightly by one and the pupils by 2,744. The pupils in Elementary and Secondary Schools increased numerically 32,632. The cost [increased] being \$6,113,129. [Sessional Papers, No. 17.]

The valuable and instructive Archæological Report presented by Dr. R. B. Orr was not appended to this year's Report of the Minister. The reports by Mr. W. B. Race, Superintendent of the Ontario School for the Blind, Brantford, prove that nothing had been left undone to forward the interests and promote education to aid this afflicted portion of humanity, and the same may be recorded of the Ontario School for the Deaf and Dumb of Belleville. [Mr. C. B. Coughlin, Superintendent.]

An Act to amend the University Act was passed in the Legislature. [12 Geo. V., Chap. 101.]

The Report of the Board of Governors of Toronto University, Mr. B. E. Walker, Chairman, and that of the President, Sir R. Falconer, is added. The University is shown to be advancing in efforts and results. [Sessional Papers, 1922, No. 18.]

1923.

Only one Bill affecting the schools was passed during the Session of 1923, introduced by the Minister of Education.

An Act to amend the Adolescent School Attendance Act.

It provided for the exemption from compulsory school attendance of any adolescent, whose parents, or guardians, resided in a Rural School Section, and whose services were needed at home. [13 Geo. V., Chap. 55.]

Some other Bills introduced by private members designed to make certain changes in the school laws were proposed but did not pass the second reading stage, or were discharged.

A number of Orders-in-Council were printed bearing on school administration. [Sessional Papers, 1923, No. 66.]

Reports, majority and minority, of the Legislative Commission, 1921, on public grants to Public and Separate Schools were returned and ordered to be printed.

For questions and answers by members on Educational matters [see Index, Journals of the Assembly Session, 1923.]

The Report of the Minister, Hon. G. H. Ferguson, dated March, 1924, indicated that there was no check in the Educational system and progress of the Province and that it continued to expand. He considered that the statistics and details

presented for 1922, concerning the Elementary Schools, were highly impressive, showing improvement over the previous year in every subject. School Houses numbered some 7,000, and pupils enrolled as attendants over 600,000. School Board property exceeded \$70,000,000, an increase over the previous year of more than \$8,500,000. The previous year had been one of continued prosperity, and a most important feature of the advance of Provincial Education was to be noted in the growth of the Continuation Schools, providing for Secondary School instruction in the smaller urban centres and rural communities. Fourteen new schools of the kind had been established during the year reported on. Pupils in Public Schools had increased by 11,703, with nine new schools. There was an increase of thirty-five Separate Schools [R.C.], making a total of 656 and 4,569 pupils. Other Separate Schools remained of minor import with only 443 pupils. Night Elementary Schools indicated a decrease as did also the Night High Schools. The pupils in Vocational Schools increased 1,643. [Sessional Papers, 1923, No. 7.]

The reports of Mr. W. B. Race, [Superintendent], from the Ontario School for the Blind, and of Mr. C. B. Coughlin from the Ontario School for the Deaf and Dumb were very satisfactory and afforded continued proof of the care extended to those afflicted members of Society.

The appendix presented by Dr. R. B. Orr contained the annual Archaeological Report and other interesting and instructive matter. It opened with an article on the Crees by Dr. Orr, made the more enlightening by a contribution by Chief Buffalo Child Long Lance, concerning the western movement of the tribe. An article by the late Professor John Squair from the French of Abbé Faillon, describes the Indian tribes on the St. Lawrence at the time of the arrival of the French. It casts much light on the racial conditions existing at the time. The report is full of edifying matter, but the issue has a dark shadow overhanging it, for in its opening paragraphs it announced the death of the learned Dean Harris whose periodical contributions had done so much to add value to an invaluable publication. [Sessional Papers, No. 17.]

The Annual Report of the University of Toronto authorities was presented to the Legislature. [Sessional Papers, 1922, No. 78.]

An Act to provide an Annual Grant to the University for the purpose of promoting Medical Research was passed in the course of the Session. [13 Geo. V., Chap. 56.]

The Report of a Select Committee appointed to examine the organization and administration of the University of Toronto

was returned to the Legislature. [Appendix, Journals Legislative Assembly, 1923, No. 3.]

A Return [re University of Toronto] with reference to gift of Rockefeller Foundation was made to the Legislature. [Sessional Papers, No. 65.] See Journals of the Legislative Assembly under University of Toronto.

A Report of the Committee of the Legislature on a memorial of the recent war for the Province of Ontario was presented to the Legislature. [Appendix No. 1, Legislative Assembly Journals, 1923.]

1924.

The First Session of the Sixteenth Legislature was marked by the establishment of a new administration, headed by the Hon. G. Howard Ferguson, as Minister of Education, who introduced a Bill bearing on the Public Schools. An Act to amend the School Laws.

This repealed a clause in the Department of Education Act and enacted another governing the apportionment of Special School Grants and of the grants of Rural Schools, and several others of a strengthening and beneficial nature. [14 Geo. V., Chap. 82.]

An Act respecting School Accommodation for Seventeenth School Section, Westminster.

The purpose of this Bill was to adjust differences concerning a school site. [14 Geo. V., Chap. 84.]

An Act respecting Medical and Dental Inspection of Public and Separate Schools.

The Bill provided for this valuable aid to sanitation. [14 Geo. V., Chap. 83.]

Regulations and Orders-in-Council since May 8th, 1923, relating to Public, Separate or High Schools were returned. [Sessional Papers, 1924, No. 53.]

A statement of Legislative Grants (1923), No. 55, to City and Rural Schools, was returned to the Assembly, February 13, 1924, but not printed.

The Annual Report of the Minister of Education for 1923 commenced with the gratifying assurance "that at no period has the school system as a whole been in a more prosperous or satisfactory condition." School attendance was larger than ever before; the qualifications of teachers were advancing; the teaching profession was becoming more attractive to the right kind of individual, whose remuneration was correspondingly improving, and the vocation of a teacher was rapidly coming into its own. The bright prospects sketched in the report found confirmation in the statistical tables appended thereto. The Minister also dealt with the question of Township School

Boards in the place of the prevailing system, an old proposition revived and offering many advantages to the ratepayers as being more economical, as well as eradicating many local sectional issues of an undesirable nature. The minister also reported a surplus supply of teachers for Elementary and Secondary Schools; also that the movement to include Agriculture in the school curriculum was steadily advancing. Reference was made to the satisfactory condition of the schools for the Blind at Brantford, and the Deaf and Dumb at Belleville. The statistical summary, showing the conditions of the Elementary and Secondary Schools in 1923, indicated an increase in number of Public Schools of 45, bringing the total up to 6,634, and an increased number of pupils of 6,382. There was an increased expenditure of \$3,294,057. Separate Schools [R.C.] increased by 32 and the pupils by 2,505, necessitating an expenditure of \$643,414. Other Separate Schools [included with Public Schools] showed an increase of 18 pupils with a daily average increase of seven. A moderate increase in pupils (170), was shown by Night Elementary Schools. High Schools increased eight in number and the pupils 3,632, the expenditure on them being increased \$506,713,560. Night High Schools increased numerically by seven, and the pupils 1,055, and Vocational Schools (1923-24) by eight, and the pupils by 2,197. The total enrolment of all Elementary and Secondary Schools was 722,050, an increase of 20,272, involving an expenditure of \$48,034,564, an increase of \$6,617,760. [Sessional Paper, No. 17.]

A Bill was introduced by the Premier intituled

An Act to amend the University Act.

This Bill added certain sub-sections to the University Act with reference to the nomination of certain members of the Board of Governors by Alumni, and also empowered the Board to acquire patents, trade marks and copyright. [14 Geo. V., Chap. 85.]

1925.

The Minister of Education introduced three Bills designed to affect the Educational System during the Session of the Provincial Legislature in 1925.

To amend the School Laws.

The Bill enacted many important new provisions and amended others in a beneficial direction. [15 Geo. V., Chap. 78.]

Respecting Industrial Schools.

This Bill provided that, contrary provisions in other legislation notwithstanding, children committed to Industrial Schools may be sent to other Institutions; vested certain lands occupied by the Industrial Schools' Association in the Crown and authorized, if necessary, their sale or other disposal. [15 Geo. V., Chap. 79.]

To provide Township Boards of Public School Trustees. Read a second time and reserved for the consideration of the public previous to its reconsideration in the Legislature.

The Annual Report of the Minister of Education this year pointed in its opening paragraph to an awakened interest in all matters affecting the schools, as being evidenced in public order. This he regarded as of prime importance as the "schools belong to the people themselves and consequently the advancement of education must now as always depend upon their efforts and not upon the activity of officialdom," and a mere bureaucracy acting without adequate check. The report also elaborated plans of administration designed to greatly extend the usefulness of the Educational System of the Province as cheaper and more readily accessible.

The Appendixes to the Report presents the details of the Departmental administration of the educational work of the Province. The statistical records elucidate very clearly the existing condition of the School System and indicated progress all along the line. Public Schools increased in number during the year by 27, but the pupils decreased 4,000, though Continuation Schools showed an increase of 1,208 pupils with nine new schools. Night Schools increased two, with 37 pupils. Separate Schools [R.C.] increased by twenty in number, with an increase of pupils of 2,473. The expenditure on the schools decreased nevertheless, by more than \$700,000. Other Separate Schools were retrogressive. The Report on High Schools and Collegiate Institutes (1924-5) showed an increase of 3,835 pupils, with \$569,512 increase in outlay and a decreased *per capita* expenditure of 84 cents. Night High Schools increased two in number and the pupils 234. Vocational Schools advanced three in number and the pupils 2,411. The cost decreased by \$884,902. The total enrolment of pupils (all schools) during the year 1924 amounted to 727,325, an increase for the year of 5,275.

A motion was made in the Legislature with reference to Bilingualism in schools to the effect that Bilingual Schools "be conducted in accordance with the principles and methods applied in the schools of bi-lingual countries generally, and to provide for the adequate training of teachers." The subject having been debated at some length the motion was withdrawn. [Journals, Legislative Assembly, 1925, pp. 225, 233.]

Copies of the Regulations and Orders-in-Council relating to the Department of Education were brought down. [Journals, Legislative Assembly: Sessional Papers, No. 51.]

A return showing the Legislative Grants for 1924 paid to rural Public and Separate Schools was presented to the As-

sembly in response to an order. [Sessional Papers, 1925, No. 56.]

The Report of the Governors, etc., of University of Toronto, was presented and printed. [Sessional Papers, No. 17.]

1926.

The Lieutenant-Governor in his speech opening the Legislature made special reference to the re-opening the subject of Township School Boards in the place of the prevailing system, and also to the institution of an investigation into the teaching of the English and French languages. [A subsequent report of a committee resulted in the removal of an inter-provincial difference from the arena of irritating possibilities.] The Minister of Education introduced an Act to amend the Department of Education Act.

This enacted a new clause fixing the current rate of interest on debentures, etc., held by the Provincial Treasurer. [16 Geo. V., Chap. 66.]

An Act to amend the School Laws.

This Bill made changes in the law in connection with the setting aside of metropolitan school areas by County by-laws and provided for the constitution of the Boards and the requirements, electoral machinery and other details. Amendments were embodied to the High Schools Act and the Vocational School Act (1921) with regard to the appointment of a member of the Separate School Board to the Advisory Committee. [16 Geo. V., Chap. 67.]

An Act to provide for Township Boards of Public Instruction.

This Bill was, for the time, before the second reading, withdrawn.

The Regulations and Orders-in-Council made during the previous year under the authority of the Department of Education Act and Acts relating to Public Schools, Separate Schools and High Schools were returned to the Legislature. [See Sessional Papers, 1926, No. 31.]

A return was also presented showing the Legislative Grants for 1925, paid to Rural, Public and Separate Schools in Counties and to Urban Public and Separate Schools under the provisions of the amended School Act of 1822. [Sessional Papers, 1926, No. 30.]

The Annual Report of the Minister of Education in its opening sentences noted that the outstanding features for the year covered by it were the evidences of vitality in every part of the system; the expansion of Secondary School education, the increased attendance of pupils in all classes of schools, the ample supply of teachers trained and in training, and general educa-

tional advancement. This roseate commencement was more than justified by the detailed statements which followed and yet further set out in the appendixes to the Minister's Report. Public Schools increased twenty-eight in number, with an increase in pupils of 3,570, and an increased attendance of 6,038. There had been an increase in the number of teachers in the Public Schools of nearly 200, yet the total amount expended for Public Schools was decreased by \$526,481, and the cost per enrolled pupil being \$1.41 *per capita*. Separate Schools [R.C.] increased in number by eight and their pupils 1,776, with an increased cost of \$815,234, with a *per capita* increase per pupil. Other Separate Schools continued to decrease. Night Elementary Schools showed a decrease in every respect, and High Schools and Collegiate Institutes a substantial increase as did also Night High Schools. There was an increase of three in the number of Continuation Schools, but a decrease of 613 pupils and an increased cost of close upon six thousand dollars. Vocational Schools increased seven in number, and the pupils 3,606. The increase in cost as compared with the previous year was \$260,200. A comparison between the school conditions covering the period 1867-1925 showed that in the year of Confederation the total number of enrolled pupils was 401,643; in 1925, 613,996; boys, 213,019; girls, 188,624. In 1925 the girls' attendance had made great advances. The boys' numbering 312,943, and the girls 301,053. The total possible average attendance in 1925 was 96,482,87, and the actual aggregate \$85,707,254, or 88.83 per cent. of the possible, a good proof of the regularity of the attendance at the Elementary Schools. The detailed statistics of the several branches of the Department of Education as given by their respective heads presented instructive and interesting matter.

The Report of the Superintendent of the School for the Blind (Brantford), Mr. W. B. Race, was satisfactory. For the blind the study and practice of Music has always presented a promising field of usefulness and a wise suggestion, originating with Dr. Albert Ham, the learned instructor of music, that Scholarships in Toronto Conservatory of Music be secured, is stressed in Mr. Race's report.

The Report from the Ontario School for the Deaf and Dumb, Mr. C. B. Coughlin, Superintendent, was satisfactory. It showed a large general increase which if reflecting a corresponding increase in deafness in the Province would, as the Superintendent states, be alarming, but as vital statistics did not show any such increment it must be taken as an indication of a better realization by parents and guardians of the necessity of having deaf children educated. [Sessional Papers, No. 11.]

An Act to amend the University Act.

This enactment amended the University Act in certain respects. [16 Geo. V., Chap. 68.]

An Act to provide for the payment of an annuity to the University.

This provided for the annual payment of \$13,480 for building purposes, to extend over twenty years. [16 Geo. V., Chap. 69.]

The Report of the Board of Governors of Toronto University was brought down to the Legislature. [Sessional Papers, No. 12.]

1927.

The Lieutenant-Governor in opening the newly elected Legislature noted, in his inaugural Speech, the fact that the Government was, in developing the Educational System, pursuing a policy of providing for advanced courses at local centres in order to place the benefits of higher instruction within the reach of all, and that the newly established travelling schools and correspondence courses had proved most successful and the system would be extended as required. Educational subjects occupied much time of the Session. Six Bills bearing on scholastic affairs were introduced by the Minister. Of these two were withdrawn.

An Act to amend the Industrial School Act.

This Bill repealed a section of the Industrial Schools Act, 1925, and substituted a clause providing that children committed to Industrial Schools may be sent, if deemed best, to other institutions; made changes in details and more strict the duties of Inspectors. [17 Geo. V., Chap. 91.]

An Act respecting the Superannuation of Certain Teachers and Inspectors.

This Bill, which was somewhat voluminous, repealed a number of Acts and parts of Acts and created a new method of dealing with the subject referred to in the title in the direction of improvement in the procedure. [17 Geo. V., Chap. 89.]

An Act to amend the Board of Education Act.

This Bill, in addition to making a number of amendments to the Boards of Education Act (1917) added a new provision to the effect that the Council of any Municipality having power to submit to the qualified voter the question "Are you in favour of the annual election of the members of the Board of Education?" A clause was also added which empowered any City Council to submit to the qualified voters for Public School Trustees the question "Are you in favour of repealing the By-laws for electing the Board of Education by Wards?" This created, when carried, a very important change in the electoral procedure. [17 Geo. V., Chapter 90.]

An Act to amend the School Laws.

To be known as the School Law Amendment Act, 1927. A voluminous document enacting many very important amendments and additions to the existing statutes in the scholastic system. [17 Geo. V., Chap. 88.]

An Act to amend Chap. 79, Ontario Statutes, 1919.

This authorized the Conservatory of Music to issue debentures to the extent of \$300,000 (30 years' term and the Governors of the University to guarantee such debentures. [17 Geo. V., Chap. 90.]

A Bill was introduced by the Minister of Education to provide for the establishing Township Boards of Education similar to that of the previous year. It was withdrawn for further consideration by the public.

A Bill bearing on the acquisition of lands for school purposes was withdrawn.

A Report on Grants to Rural and Urban Public and Separate Schools was made to the Legislature. [Sessional Papers, No. 80], and also of the University of Toronto for 1926. [Sessional Papers, No. 12.]

The Annual Report of the Minister of Education in its opening passage reminded the public that the legislation affecting schools places the actual conduct thereof in the hands of Boards chosen by the ratepayers. The Minister and his officials supervised and enforced the statutory provisions on the subject. This division of administrative responsibility was an old established system and had never been changed save in matters consequent on necessity. The principle remained without alteration save in matters called for by the local representatives of the Scholastic System. The important matter of Township Boards in lieu of sectional was thus dealt with. The fact that pride in the Sectional School, while natural, antedated Confederation. The existence of the system was productive of inequalities. The Minister pointed to the fact that in one Inspector's division eight schools had fewer than ten pupils each, one school had two pupils, one four, and two six, and that 888 Public Rural Schools in the Province showed an average of ten pupils or less. The admirable work of the Committee which enquired into the condition of the schools attended by French-speaking pupils was then referred to and the action to be based on its report foreshadowed. The report contained references to the High and Continuation Schools of a very gratifying nature. It showed the enrolled attendance in the Collegiate Institutes and High Schools to be 353,400, and in Continuation Schools 9,654.

The statistical summary showed the number of Public Schools to be (December 31, 1926), 6,395, an increase for the

year of 6. The enrolment of daily scholars was boys, 269,115; girls, 256,868; a total of 525,983. Roman Catholic Separate Schools numbered 721, an increase of seven. Other Separate Schools numbered five, with a decreasing enrolment and attendance. The Vocational Schools (1926-27) numbered 38, with a full-time enrolment of 17,329, an increase, compared with the previous year, of 2,128. The reports for the year on the conditions of Elementary and Secondary Schools indicated steady progress in pupils (13,091), and generally. [Sessional Papers, No. 11.]

The Annual Report of University of Toronto for the year 1926 was presented to the Legislature. [Sessional Papers, No. 12.]

1928.

The Lieutenant-Governor's Speech on opening the Session of the Provincial Legislature 1928, contained a reference to the beneficial results following the establishment of the Correspondence Courses and the Travelling Schools by the Department of Education. Both, he stated, showed by results that they contributed very largely to educational advancement. The satisfactory operation of the Adolescent Act was referred to and also the development of Vocational Training as tending to increase the usefulness of the Provincial Educational System. Increased facilities for the adequate training of Public Library assistants were foreshadowed in the Speech. Arrangements were later made with the University to provide for this. An increase in the efforts to instruct children in remote parts by Correspondence Courses and the use of School Cars was made possible by a financial vote. The following Educational Bills were introduced and passed:

Act to amend The Boys' Welfare Home and School Act.

This provided for notification of municipalities of the application of any boy to a welfare home and school; dealt with the liability of municipalities in the case of objections and empowered municipalities to recover from parents or guardians able to pay for the maintenance of the boy, the costs it has incurred. [18 Geo. V., Chap. 49.]

The School Law Amendment Act, 1928.

This repealed Sub-section 4 of Section 15 of the Public Schools Act and substituted therefor a new enactment with reference to School Trustees, Continuation Schools and High Schools, and amended the latter, giving power to County Councils in certain cases to establish Consultation Committees and defined their functions. The Act also empowered the Minister to appoint a Separate School Inspector to be a member of the Board of Examiners for any High School within his

Inspectorate. It also amended the law as to County Representatives on Boards of Education. [18 Geo. V., Chap. 53.]

Act respecting the Acquisition of Land for School Purposes.

This, in brief, intituled The School Sites Act, 1928, amended and codified existing law and traversed the entire field of procedure in relation to the subject. [18 Geo. V., Chap. 54.]

Act to make further provision for the University of Western Ontario.

This empowered the Board of Governors to borrow \$440,000, the Provincial Government guaranteeing the securities. [18 Geo. V., Chap. 56.]

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